



Belmont CP School
ACCESSIBILITY PLAN STRATEGIES

Statutory Context

This plan is written in accordance with the Equality Act 2010 and the SEND Code of Practice (2014). It sets out how Belmont Community Primary School will:

1. Increase the extent to which pupils with disabilities can participate in the curriculum.
2. Improve the physical environment of the school to increase access.
3. Improve the delivery of information to pupils and parents with disabilities.

The plan will be reviewed annually by the Governing Body and updated every three years.

Objective	Actions	Timescale	Responsibility	Monitoring	Success Criteria
Access to the Curriculum					
Early identification of pupils requiring additional or different provision	Liaise with nursery providers each summer term; plan transition support for new pupils.	Annually (Summer term)	EYFS Lead, SENCo	Headteacher, SEN Governor	Provision in place by September for all identified pupils.
Ensure inclusive classroom practice	Ongoing staff training in Quality First Teaching and disability awareness; ensure lesson plans reflect diverse needs.	2024–2027 (termly CPD)	SENCo, SLT	Learning walks, book scrutiny	Pupils with SEND access the full curriculum with appropriate differentiation.
Use of assistive technology	Audit current provision; purchase specialist software/hardware as required; staff CPD.	2024–2026	SENCo, ICT Lead	Governors	Pupils with disabilities demonstrate improved access and progress through technology.

Participation in enrichment and visits	Review accessibility through risk assessments; ensure no pupil excluded from school visits or clubs due to disability.	Ongoing (reviewed annually)	Visit Leaders, SENCo	EVC, Governors	All pupils with SEND take part in wider curriculum opportunities.
Access to the Physical Environment					
Ensure site and buildings are accessible	Review access points, signage, hygiene facilities, lighting and acoustics annually; adapt as required.	Annual review each Spring	SLT, Caretaker	Health & Safety Governor	Disabled pupils, staff and visitors can move freely and safely around the site.
Safe evacuation for all	Review Personal Emergency Evacuation Plans (PEEPs) for pupils and staff as required.	Reviewed termly and on admission of new pupils/staff	SENCo, SLT	Governors	All individuals can be evacuated safely in case of emergency.
Classroom organisation	Ensure classrooms are arranged to meet individual needs (layout, furniture, quiet areas).	Ongoing	Class Teachers, SENCo	SLT	Classrooms support learning and mobility needs of all pupils.
Future building projects	Ensure accessibility is considered in all refurbishment or new-build plans.	2024–2027	Headteacher, Governors	Governors' Resources Committee	Accessibility needs incorporated into future developments.
Access to Information					
Provide accessible formats for pupils	Provide large print, coloured overlays, simplified texts, or assistive technology as required.	Ongoing	Class Teachers, SENCo	SLT	Pupils access information effectively in lessons.
Provide accessible information for parents/carers	Offer translated materials, enlarged print, or electronic formats where required. Ensure website meets accessibility standards (WCAG 2.1).	2024–2026	Office Manager, SENCo	SLT, Governors	Parents with additional needs can access school information fully.

Raise awareness of rights and responsibilities	Incorporate Article 23 of the UNCRC (rights of children with disabilities) into assemblies/PSHE.	2024–2027	PSHE Lead, SLT	Governors	Pupils understand rights and inclusion; inclusive ethos strengthened.
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Monitoring and Review

- **Reviewed annually** by the SENCo, SLT and Governing Body.