

ACCESSIBILITY POLICY & PLAN



Belmont School

Version Control

Created	October 2023 – Steve Pegrum / Craig Bailey
Updated (v1.2)	October 2024 – Steve Pegrum
Annual Review (v2)	October 2025 – Devin Cassidy / Craig Bailey

1. Introduction and Aims

Belmont School is committed to equality of opportunity and accessibility for all pupils, staff, parents, carers, and visitors. In line with the Equality Act 2010, this Accessibility Plan sets out our approach to:

1. Increase curriculum access – ensuring pupils with disabilities can participate fully in learning.
2. Improve the physical environment – enabling pupils with disabilities to make full use of facilities.
3. Enhance information accessibility – ensuring communication and resources are accessible to all.

We aim to remove barriers to learning, participation, and engagement, promoting an inclusive environment in which every pupil can thrive.

This policy has been developed in consultation with pupils, parents, staff, and governors, and is supported by Acorn Care and Education and the Outcomes First Group.

2. Legislative Framework

This policy meets the requirements of:

- Equality Act 2010 (Schedule 10)
- SEND Code of Practice (2014)
- DfE guidance on the Equality Act 2010

For the purposes of this policy the broad definition of ‘disability’ is taken from the DDA Act 1995 as follows: “a person should be deemed disabled if s/he has a physical or mental impairment that has substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. These impairments include sensory impairments and learning difficulties and include certain medical conditions which may have a long-term and substantial effect on pupils’ lives.”

Schools are required to make reasonable adjustments to remove barriers and provide equal opportunities.

This policy & plan applies to all pupils, staff and visitors to the school.

3. Accessibility Action Plan

A. Increase Curriculum Access

Target	Strategies	Timescale	Success Criteria
Ensure equitable classroom access	Review SEND pupils access to curriculum; Conduct classroom observations; Adapt teaching and provide resources as required; Engage therapy team (SALT, OT).	Ongoing	Pupils access a broad, balanced curriculum with necessary adaptations.
Ensure trips and visits are inclusive	Complete risk assessments; Vet venues and transport; Fully brief staff on individual needs.	Ongoing	All pupils participate in trips safely and inclusively.
Adapt PE curriculum	Incorporate disability sports; Provide additional adult support where necessary.	Annual review	All pupils access and succeed in PE.
Ensure participation in school events and extracurricular activities	Adapt activities and events as needed.	As required	Disabled pupils participate fully in school life.
Provide staff training	Identify training needs; Deliver training via SHINE or external providers.	Ongoing	Staff confident and competent in meeting accessibility needs.
Pupil voice	Provide opportunities for pupils to share their views; Act on feedback through School Council and individual reviews.	Ongoing	Pupils feel heard and involved in shaping provision.

B. Improve the Physical Environment

Target	Strategies	Timescale	Success Criteria
Meet access needs of all stakeholders	Develop individual access plans; Provide accessible meeting spaces; Review and implement PEEPs; Use visual communication	Ongoing	Staff aware of needs; pupils, parents, and visitors access facilities appropriately.



	aids.		
Maintain safety for visually impaired individuals	Apply yellow paint to step edges; Maintain hazard tape and beacons; Check exterior lighting regularly.	Annual and as needed	Visually impaired individuals report safe movement around site.
Ensure safe evacuation for all	Daily health and safety checks; Keep fire exits clear; Hold termly fire drills; Provide PEEPs where needed.	Ongoing	All pupils and staff evacuate safely during emergencies.
Provide accessible facilities	Ensure compliant toilets and showers on all sites; Monthly inspections.	Monthly	Accessible toilets and showers available at all times.
Accessible parking	Allocate designated disabled parking spaces; Monitor availability.	Ongoing	Parking available and accessible.

C. Enhance Information Accessibility

Target	Strategies	Timescale	Success Criteria
Provide accessible communication for pupils	Use communication in print, symbols, and visual timetables; Provide adapted resources; Incorporate assistive technology.	Ongoing	Pupils access information independently and with confidence.
Strengthen communication with parents/carers	Ensure access to key staff; Provide clear information at Annual Reviews; Share resources in multiple formats (email, print, face-to-face).	Ongoing	Parents feel informed, supported, and confident in communication with school.
Ensure staff understand	Provide training on accessible	Ongoing	Staff confident in adapting communication and



accessibility requirements	communication; Share good practice in meetings; Use SEND/therapy team expertise.		resources.
Ensure school information is accessible	Make policies and key documents available in accessible formats (large print, digital, audio).	Ongoing	All stakeholders access school information in a suitable format.

4. Monitoring and Review

This plan will be reviewed annually, or sooner if required. The review will be led by Devin Cassidy in consultation with the Health and Safety Lead (Craig Bailey).

5. Linked Policies

This plan should be read alongside:

- Health and Safety Policy
- Curriculum Policy
- SEND Policy
- Complaints Policy



Outcomes
First Group