

Bellevue Schools - Disability Access Plan

2024-27

Overall Aim

The school seeks to remain an inclusive school and provide equality of access and opportunity for all pupils to the extent that reasonable adjustments can be made to the school's premises and procedures. The school aims to ensure that students with disabilities or learning difficulties are not discriminated against or placed at substantial disadvantage in those areas of school life that are normally accessible to the whole pupil body.

The plan seeks to:

Increase the extent to which disabled pupils, including those with SEND can participate in the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled. This covers documentation related to the curriculum, to general school documentation and also information which is normally sent home. Plans will need to adopt a practical approach and take account of the specific disability - details will vary on a case by case basis.

Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. This includes improvements to the premises and grounds, taking into account the consideration of reasonable adjustment and any restrictions such as may result from planning consent or listed building/conservation area status.

This plan covers a three-year period. It should be reviewed annually by the school according to their needs and monitored by governance.

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Theme/ Target/ Objective	Actions	Leading	Date	Cost	Success Criteria	Outcomes for Learners	Evaluation/sign off & who by

<p>Enabling Participation in the School's Curriculum for All</p>	<ul style="list-style-type: none"> ● Training staff on differentiation and supporting pupils with SEN; practical, ongoing, and directly linked to classroom practice. ● Use iSAMS / PA / CM to improve access of teachers to information ● Provision of aids to assist visual or auditory impairment ● Review ICT resources in line with needs of annual cohorts ● Ensure consideration given to SEND in all internal and external testing ● Monitoring of SEND progress within progression meetings as a specific cohort <p>School to amend in light of pupils' needs</p>	<p>SENCo, SLT, All Teachers</p>	<p>Reviewed Termly/ Annually</p>	<p>Chromebooks, TAs, Physical Resources, CPD</p>	<p>Increased engagement and progress of SEND pupils. Staff equipped with practical strategies. Remote curriculum access ensured.</p>	<p>Increased confidence, independence, and progress of pupils with SEN and disabilities.</p>	<p>Headteacher / SENCo</p>
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Improving the Physical Environment	<ul style="list-style-type: none"> ●The décor may be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy. ●Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components? ●Check lighting of areas where access is needed ●Ensuring Class displays are accessible to all pupils 	Headteacher, Site Managers, SENCo	Checked termly/ annually	Approx. £200 for ramp per site if needed; foam balls, blinds etc.	Safer navigation of environment for pupils with disabilities. Clear signage and classroom environments. Safe play and movement around school.	Pupils with disabilities can safely and confidently navigate the environment.	Headteacher / Site Lead
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Accessibility of Information	<ul style="list-style-type: none"> ● Using public areas of school to display notices in large font ● Ensuring all signage is sufficiently clear, with visual cues ● Policies available electronically so that user can adapt to their needs ● Including Audio information on school websites to support visually impaired ● Enabling compatibility on websites <p>School to amend in light of pupils' needs</p>	SLT,SENCo	Reviewed annually or on request	Minimal – cost for interpreters if required	Parents and pupils can access key information in accessible formats.	Inclusive communication supports parental engagement and student wellbeing.	SLT / SENCo
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