

# Belfairs Academy



## Accessibility Plan

### January 2025-2027

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## **Introduction**

This plan was formulated by SENCO supported by a cross section of academy staff and students.

### **Belfairs Academy vision is;**

- To inspire everyone to be the best they can be.
- To provide innovative learning opportunities in a forward-thinking environment
- To prepare and empower everyone to embark on future challenges with excitement and confidence
- To foster respect and responsibility and reach out into the wider world

### **Belfairs Academy values are;**

- Commitment
- Respect
- Excellence
- Strength
- Self-belief

### **Definition of disability (Equality Act 2010)**

- Someone with a physical or mental impairment.
- The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities.
- Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

## **Discrimination**

We recognise our duty under the Equality Act 2010. The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a school or other education provider to treat a disabled student unfavorably. Such treatment could amount to:

- direct discrimination
- indirect discrimination

- discrimination arising from a disability
- harassment

Belfairs Academy must not treat disabled students less favorably and take reasonable steps to avoid putting disabled students at a substantial disadvantage under their 'reasonable adjustment' duty.

### **Scope of the Plan**

This plan covers all three main strands of the planning duty:

1. **Improving the physical environment of the academy for the purpose of increasing the extent to which disabled students can take advantage of education and associated services.**

Currently at Belfairs Academy all students can access the curriculum regardless of disability. The academy was built in 2011 and is DDA compliant. The physical environment includes steps, stairways, curbs, exterior surfaces, and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, blinds, induction loops and way-finding systems. There are variable height tables in classrooms and adapted workstations in the Food Technology rooms.

### **Increase the extent to which disabled students can participate in the academy curriculum.**

The curriculum is carefully designed to meet the needs of all learners, and all students access a broad and varied curriculum. There are no students that cannot access learning at Belfairs Academy. Teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

### **3. Improving the delivery of information to students with disabilities.**

Any students requiring additional support are clearly identified on entry to Belfairs Academy. Those requiring specific support are known by staff so their needs can be met in lessons through personalisation. Some students are allocated additional support from support staff and/or modified resources.

### **Other related academy policies**

Equality for disabled students is included as an explicit aim in all of the academy policies including:

- Equality Policy and Objectives
- Behaviour for Learning Policy
- Admissions Policy
- EVC policy
- SEND Policy

## **Aims**

Belfairs Academy aims to include all students, including those with disabilities in the full life of the academy. Our strategies to do this will include:

- having high expectations of all students.
- finding ways in which all students can take part in the full curriculum including sport, music and drama.
- planning out-of-school activities including all academy trips and excursions so that students with disabilities can participate.
- setting admissions policy and criteria which does not discriminate.
- planning the physical environment of the academy.
- raising awareness of disability amongst academy staff (teaching and non- teaching) through a programme of training.
- by providing written information for students with disabilities in a form which is user-friendly.
- by using language which does not offend in all its literature and make staff and students aware of the importance of language.

## **Actions to ensure equality for students with disabilities;**

1. We shall undertake a disability review using a cross section of staff, students and parents.
2. As a result of the review, we shall:
  - write an action plan which includes targets.
  - make the policy and targets available to all teaching and operational staff, students and parents.
  - monitor the success of the plan.
  - Senior Leaders will review the plan.

## **Monitoring**

Belfairs Academy recognises that monitoring is essential to ensure that students with disabilities are not disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions
- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- Gateway choices
- Post 16 destinations
- Selection & recruitment of staff
- Governing body representation
- Parents attending progress meetings
- Parents' involvement in the life of the academy (attendance at parents' evenings, academy productions, etc.)

## Access Plan - Curriculum Access

Time Scale	Targets	Activities	Outcome	By	By Whom	Success Criteria
<b>Short term</b>	<ul style="list-style-type: none"> <li>• To provide on-going staff training to promote SEN.</li> <li>• To include disability awareness for students.</li> </ul>	Continuous training for staff and new staff in supporting SEN students including personalisation. Delivered through the tutor programme and assemblies.	To understand strategies to support SEN students and deploy them in the classroom. For students to be accepting and inclusive towards their peers.	Jan 25	SENCO and outreach specialists where required.	Enhanced awareness of diversity and full inclusion for pupils with SEN.
<b>Medium Term</b>	<ul style="list-style-type: none"> <li>• To provide alternative curriculum for pupils most in need using pathways model</li> </ul>	Investigate types of alternative curriculum. Look at developing and extending senior phase.	To provide more appropriate courses for our changing cohort.	Sept 25	ALT	Improved motivation of students. All students having access to appropriate courses.
<b>Long Term</b>	<ul style="list-style-type: none"> <li>• To improve access to the curriculum for all by successfully achieving an inclusive curriculum model.</li> </ul>	Continued development of Induction Phase through pathways model.	A range of courses accessible to all students.	Sept 25	ALT	Improved results, attendance and student motivation. All students with an appropriate destination on leaving.

## Access Plan - Information Access

Time Scale	Targets	Activities	Outcome	By	By Whom	Success Criteria
<b>Short Term</b>	<ul style="list-style-type: none"> <li>• Improve signage around the academy for all visitors in new build.</li> </ul>	Use of audit to identify areas in new build where additional or different signage is needed. Alter signage as needed.	Areas and types of signage identified and installed.	July 25 / On-going	Experts Caretaker SENCO	Clear signage which is user friendly.
<b>Medium Term</b>	<ul style="list-style-type: none"> <li>• Training in ICT to enhance access to learning for hearing /visually impaired.</li> </ul>	Work with hearing /visually impaired students and relevant experts to inform staff training.	Raise staff awareness. Consolidate staff knowledge.	Currently NA	SENCO Experts	All staff use any technology for hearing/visually impaired students to allow easy access to the curriculum. Hearing loop installed into areas of new building.
<b>Long Term</b>	<ul style="list-style-type: none"> <li>• To improve accessibility of information sent to all parents and guardians.</li> </ul>	Assess need of parent or guardian from admission data. Produce information in accessible format.	Information sent to students parent or guardian in format most suitable for ease of access.	Sept 2025	SENCO SLT YLs	All information sent to parents or guardians in the best format for accessibility of content eg large print, audio format, coloured paper.

## Access Plan - Physical Access

Time Scale	Targets	Activities	Outcome	By	By Whom	Success Criteria
<b>Short Term</b>	<ul style="list-style-type: none"> <li>To develop evacuation plans in line with new building practice – students made aware of procedures.</li> </ul>	Improve auditory/visual alarm system.	Visual and auditory alarms in place.	Jan 25	VP - Facilities	Visual and auditory alarm system in place.
<b>Medium Term</b>	<ul style="list-style-type: none"> <li>Create trigger for Personal Evacuation Plans for students who are unable to evacuate the building</li> </ul>	Contact LA and discuss individual cases with specialists. Establish alert system for when disabled student enrols.	Personal Evacuation Plans created in consultation with student and consultant.	Jan 25	VP - Facilities	Where needed, students provided Personal Evacuation Plan upon induction.
<b>Long Term</b>	<ul style="list-style-type: none"> <li>Review access requirements</li> </ul>	Meet with Equality team to review requirements	Improved facilities for all	July 25	VP - Facilities	Building meets needs and expected requirements.