



The Hampshire School  
C H E L S E A

## Bellevue Schools - Disability Access Plan

2019-2022

### 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 as planning consent or listed building/conservation area status.

This plan covers a three-year period. It is reviewed annually by the school and monitored by governance.

Theme/ Target/ Objective	Actions	Leading	Date	Cost	Success Criteria	Outcomes for Learners	Evaluation/sign off & who by
<b>Enabling Participation in the School's</b>	<ul style="list-style-type: none"> <li>Train staff on differentiation</li> <li>Train staff on success criteria in relation to differentiated</li> </ul>	Deputy Head Academic	July 2020 September 2020	Annual iSAMS and Pupil Asset	All teaching staff using iSAMS and Pupil Asset productively to inform curriculum planning to	Improved rate of progress and achievement	Dr Edmonds (Head)

<b>Curriculum for All</b>	<ul style="list-style-type: none"> <li>● Access to Google Classroom and Meets to ensure all pupils have access to remote learning.</li> <li>● Use of iSAMS and Pupil Asset to improve access of teachers to information</li> </ul>	Deputy Head Academic	March 2020 and ongoing	subscription	ensure differentiation according to needs. Success criteria in relation to lesson objectives support pupils' progress and achievement.	Access for all to teaching and resources	Mr Hart (Deputy Head Academic)
	<ul style="list-style-type: none"> <li>● Provision of aids to assist visual or auditory impairment</li> </ul>	Head of Inclusion		As required		Improved access to curriculum	Deputy Head Academic
	<ul style="list-style-type: none"> <li>● Review ICT resources in line with needs of annual cohorts</li> </ul>	Head of ICT	July 2020 July 2020	Covered by ICT budget	Support provided for individual pupil needs. ICT resources meet the needs of cohorts (Chromebooks, software, hardware, training). Staff, parents and pupil training. Hardware provided by the school, as required.	Access and use of IT hardware and software supports learners' progress	Deputy Head Academic
	<ul style="list-style-type: none"> <li>● Reviewed in 2019-2021 to reflect hardware, software and virtual learning requirements during the pandemic to ensure inclusivity.</li> </ul>	Head	December 2019/August 2020	Resources provided		Differentiation provides for all pupils. Tracking of pupil progress and interventions maximise pupils' progress	Deputy Head Academic
	<ul style="list-style-type: none"> <li>● Ensure consideration given to SEND in all internal and external testing</li> </ul>	Head of Inclusion	March 2020-Sept 2021	None			Deputy Head Academic
	<ul style="list-style-type: none"> <li>● Monitoring of SEND progress within progression meetings as a specific cohort</li> </ul>	Head of Inclusion	October 2019	None	Extra time provided for SEND pupils embedded		Deputy Head Academic
<b>Improving the Physical Environment</b>	<ul style="list-style-type: none"> <li>● The décor may be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy.</li> </ul>	Facilities Manager	July 2020	Cost of refurb	Décor is appropriate for all pupils' needs	Pupils with SEND are able to learn in premises that are conducive to their progress.	Head
	<ul style="list-style-type: none"> <li>● Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including</li> </ul>	Facilities Manager	March 2021	Cost of visual alarm system	Visual alarm alerts pupils to an evacuation and/or emergency.	Pupils evacuate swiftly on seeing the visual alarm.	Head

	<p>alarms with both visual and auditory components?</p> <ul style="list-style-type: none"> <li>● Check lighting of areas where access is needed</li> <li>● Ensuring Class displays are accessible to all pupils</li> </ul>	<p>Facilities Manager</p> <p>Class Teachers and Form Teachers</p>	<p>December 2019 August 2020</p> <p>October 2019 - ongoing</p>	<p>Cost of lighting</p> <p>Budgeted</p>	<p>All areas well lit.</p> <p>Displays are accessible by all pupils.</p>	<p>Visibility in all areas of the school is appropriate for the needs of the pupils. Improved learning.</p>	<p>Head</p> <p>Deputy Head Academic</p>
<b>Accessibility of Information</b>	<ul style="list-style-type: none"> <li>● Using public areas of school to display notices in large font</li> <li>● Ensuring all signage is sufficiently clear, with visual cues</li> <li>● Policies available electronically so that user can adapt to their needs</li> <li>● Including Audio information on school websites to support visually impaired</li> <li>● Enabling compatibility on websites</li> </ul>	Head of Art	January 2019	Printer ink costs	Signage accessible by all.	Improved communication and safety.	Head
Children's awareness of disability	<ul style="list-style-type: none"> <li>● Review PSHEE curriculum to ensure disability awareness is taught effectively</li> <li>● Provide opportunities for organisations to talk to children</li> <li>● Review other areas of the curriculum e.g. PE, Science</li> </ul>	<p>Head of Pre-School, Head of Pre-Prep and Head of Prep.</p> <p>Head of PSHEE</p> <p>Head of Science</p>	<p>December 2020</p> <p>March 2021</p> <p>June 2021 2020-2022</p>	<p>None</p> <p>Cost of speaker</p> <p>None</p>	<p>Equality of access to the curriculum.</p> <p>Awareness of disabilities</p>	<p>Improved learning.</p> <p>Improved learning and pastoral care of all.</p> <p>Improved learning for all. Ambitious for all.</p>	<p>Deputy Head/Deputy Head Pastoral</p> <p>Deputy Head</p> <p>Deputy Head Academic</p>

	<ul style="list-style-type: none"><li>• Ensure curriculum is adapted within reasonable adjustment.</li></ul>	Deputy Head Academic					Head
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