



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 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
Enabling Participation in the School's Curriculum for All	<ul style="list-style-type: none"> ● Train staff on differentiation ● Use of iSAMS and Pupil Asset to improve access of teachers to information 	Director of Studies	July 2020	Annual iSAMS and Pupil Asset subscription	All teaching staff using iSAMS and Pupil Asset productively to inform curriculum planning to ensure differentiation according to needs	Improved rate of progress and achievement	Dr Edmonds (Head)
	<ul style="list-style-type: none"> ● Provision of aids to assist visual or auditory impairment ● Review ICT resources in line with needs of annual cohorts 	Head of Inclusion	July 2020 July 2020	As required	Support provided for individual pupil needs ICT resources meet the needs of cohorts	Improved access to curriculum Access and use of IT hardware and software supports learners' progress	Director of Studies
	<ul style="list-style-type: none"> ● Ensure consideration given to SEND in all internal and external testing 	Head of ICT	December 2019	Covered by ICT budget	Extra time provided for SEND pupils embedded	Differentiation provides for all pupils.	Director of Studies
	<ul style="list-style-type: none"> ● Monitoring of SEND progress within progression meetings as a specific cohort 	Head of Inclusion	October 2019	None	Monitoring of progress of individual pupils maintained	Tracking of pupil progress and interventions maximise pupils' progress	Director of Studies
	<ul style="list-style-type: none"> ● Monitoring of SEND progress within progression meetings as a specific cohort 	Head of Inclusion	October 2019	None	Monitoring of progress of individual pupils maintained	Tracking of pupil progress and interventions maximise pupils' progress	Director of Studies
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. 	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"> ● 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? 	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
	<ul style="list-style-type: none"> ● Check lighting of areas where access is needed 	Facilities Manager	December 2019		All areas well lit.	Visibility in all areas of the	Head

	<ul style="list-style-type: none"> ● Ensuring Class displays are accessible to all pupils 	Class Teachers and Form Teachers	October 2019	Cost of lighting Budgeted	Displays are accessible by all pupils.	school is appropriate for the needs of the pupils. Improved learning.	Director of Studies
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 	Head of Art	January 2019	Printer ink costs			
Children's awareness of disability	<ul style="list-style-type: none"> ● Review PSHEE curriculum to ensure disability awareness is taught effectively ● Provide opportunities for organisations to talk to children 	Head of EYFS, Head of Pre-Prep and Head of Prep.	September 2020	None	Equality of access to the curriculum.	Improved learning.	Director of Studies

	<ul style="list-style-type: none">● Review other areas of the curriculum e.g. PE, Science● Ensure curriculum is adapted within reasonable adjustment.						
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