



Hull Collaborative Academy Trust

Accessibility Plan – Bellfield Primary School  
2023 - 2026

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### Background

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## 1. AIMS AND OBJECTIVES

1.1 HCAT is a diverse and inclusive family of schools that focuses on the well-being and success for all and where all members of our community are of equal worth. Our Accessibility Plan is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race.

1.2 HCAT schools are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, emotional and cultural needs. Furthermore, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion

1.3 The key aims of this plan are to:

- Identify any accessibility issues
- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environments within our schools to increase disabled pupil's physical access to education and extra- curricular activities.
- Improve the delivery of information to disabled children and young people; using formats which give better access to information.
- Provide continued education as normally as the condition allows.
- Reduce the risk of lowering self-confidence and educational achievement.
- Promote equal access to education for all children.

1.4

## 2. STATUTORY RESPONSIBILITIES

2.1. The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Trustees to ensure that all trust schools are socially and academically inclusive and remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

2.2. The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

2.3. These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

2.4. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that should be considered.

2.5. The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

2.6. A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

2.7. Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have an EHCP (Education, Health and Care Plan) of SEN. Just because a disabled pupil has SEN or has an EHCP it does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have a statement of SEN will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

### 3.ROLE OF THE TRUSTEES

3.1 This Accessibility Plan sets out the proposals of the Trustees to increase access to education for disabled pupils in the three areas required under the Equality Act 2010. The three key duties are to:

- To increase the extent to which disabled pupils can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled stakeholders are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled stakeholders, using formats which give better access to information.

3.2. The responsibility for the Accessibility Plan lies with the Trustees and Headteacher.

3.3. It is a requirement that the school's Accessibility Plan is resourced, implemented, and reviewed and revised as necessary. The Action Plan sets out the school will address the priorities in the plan.

### 4.HEALTH AND SAFETY

4.1 The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

4.2. There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

### APPENDIX A School Specific Information

## BELLFIELD PRIMARY SCHOOL

### SCHOOL CONTEXT

The school is set in a building that is around seventy years old. There have been two additions to the building since the original building was built. There are predominantly wide corridors and several access points from outside. There is one hall, which is accessible to all. Automatic doors give greater access to visitors to the school. On-site car parking for staff and visitors includes one dedicated disabled parking bay. Most entrances to the school are either flat or ramped. Where they aren't, additional moveable metal ramps have been installed.

The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There is one disabled toilet facility available, within the school building. This is fitted with a handrail and an emergency pull cord. There is an additional disabled toilet available in the mobile classroom – again this is fitted with a handrail and an emergency pull cord. The school has internal emergency signage and escape routes are clearly marked. The building is only over one level and therefore does not require lifts. The school adapts classroom organisation (for example moving classrooms around) and movement around the school (for example timings of movement through the corridors) to meet individual needs whenever possible.

The school has a mobile classroom, which is modern and provides complete access for pupils/adults with physical disabilities.

The school has a website that has a direct hyperlink to the HCAT website. Parents can access a comprehensive range of information about the school from the website, including performance data, curriculum information, newsletters and a calendar of events. There is also a direct link to the school's Twitter page that is regularly updated with school events and information. The majority of written communication is sent out to parents via Parent Pay and Seesaw, with hard copies kept in the office for those who require them.

In the last three years, the school has made amendments to the physical outside environment. This has included lowering the buzzers to gain access to the site, as well re-painting the disabled parking bay in the car park.

## CURRENT GOOD PRACTICE

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as and when a need occurs.

### Physical Environment

The school is accessible for people using wheelchairs and frames. Corridors and routes are kept clear of obstacles. A Well-being room is available for pupils who need time out from the busy, stimulating classroom environments. Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/ interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with emotional or medical needs. There are very few if any activities that pupils cannot be involved in with appropriate support and provision of staff.

### Curriculum

- Visual prompts and resources including visual timetables are used to facilitate access for all pupils where these are seen to be helpful.
- Disability awareness is promoted in the curriculum, through assemblies and specific events.
- Staff working with pupils with disabilities receive specialist training.
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children.
- Disabled pupils are able to access a range of activities and clubs beyond the school day; they participate in residential visits.
- There are no areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however by differentiation and staff support all can be accessed at a level commensurate with ability.

### Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils to ensure their voice is heard especially during meetings where their needs are discussed, as well as for parents and staff. Where appropriate, disabled pupils receive support from specialist services.

## APPENDIX B - ACCESSIBILITY AUDIT – Completed March 2020

### HCAT Accessibility Audit for Schools

Please complete the following sections using the following key;

1. Yes, completely
2. Almost, working towards meeting the guidance
3. Partially
4. Not yet considered

#### A. Disability Awareness / Training

		1	2	3	4	Comments
1.	Do you provide disability awareness training so that all staff understand and recognise disability issues?	X				General delivered in house, specialist e.g. asthma where available
2.	Do you ensure all staff have the necessary training to teach and support disabled pupils?	X				Close communication with the school's SENDCo and outside agencies i.e. IPASS
3.	Do pupils receive training and education in disability equality issues?	X				Regular feature of assemblies/ PSHCE/ Jigsaw / family groups

#### B. Getting to the building

		1	2	3	4	Comments
4.	Are car parking spaces reserved for disabled people near to the entrance?	X				
5.	Are there any hand rails to ease movement around the site and to the main entrance?	Hand rails on entrance to school, exit from Yr1 classroom to their outdoor area and to mobile classroom				



6.	Are steps needed for access to the main entrance?	Yes – a ramp is available as well as steps			
7.	If so, do the steps have a contrasting colour edging?	Yes			
8.	If there are steps, is a ramp provided to the main entrance?	Yes			
9.	Are there any other ramps accessing entrances?	Yes, rear field door and mobile classroom door			
10.	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	X			Handrail to ramp
11.	Is it possible for a wheelchair user to get through the main door unaided?	X			
12.	If no, is an alternative wheelchair accessible entrance provided?	N/A			

### C. Internal building

		1	2	3	4	Comments
13.	Do all internal doors allow a wheelchair user to get through unaided?	X				
14.	Do all corridors have a clear unobstructed width of 1.2m?	X				
15.	Is there a wheelchair accessible toilet?	X				
16.	Is there an accessible changing room/ shower facilities?		X			Changing not shower
17.	Number of teaching spaces (classrooms)	9				
18.	Number of teaching spaces that are accessible	9				
19.	Number of internal social spaces	1				
20.	Number of internal social spaces that are accessible	1				
21.	Are internal pathways and routes logical and well designed?	Yes				
22.	Are non- visual guides used, to assist people to use buildings (eg tactile buttons)	Yes				
23.	Could any of the décor be confusing or disorientating for pupils with disabilities eg visual impairment, autism or epilepsy?	No				
24.	Are appropriate quiet spaces (eg well- being rooms) available for those pupils that need it?	Yes				

#### D. Multi storey

		1	2	3	4	Comments
25.	How many storeys in the block? Place X in appropriate box a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey	a	b	c	d	
26.	If the building is on more than one level, do the internal steps/ stairs have contrast colour edgings?					N/A
27.	Is there a continuous handrail on each internal stair flight and landing?					N/A
28.	Is there a lift that can be used by wheelchair users?	N/A – single storey				
29.	Do you have any other sort of mechanical means provided to move between floors? If yes, please state.	N/A				
30.	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	X				

#### E. Furniture and equipment

		1	2	3	4	Comments
42.	Is appropriate furniture and equipment provided to meet the needs of individual pupils?	X				
43.	Do furniture layouts allow easy movement for pupils with disabilities?	X				

#### F. Sensory Impairment

		1	2	3	4	Comments
31.	Are non-visual guides used to assist people to use the building?	No				
32.	Are hearing induction loops available?	No				
33.	Do emergency alarm systems cater for those with hearing impairment?	Yes – flashing lights and high-pitch / high-volume				

G. How does your school deliver the curriculum?

		1	2	3	4	Comments
34.	Do staff seek to remove all barriers to learning and participation?	X				
35.	Do staff provide alternative ways of giving access to experiences for pupils with disabilities who can't engage in particular activities eg some forms of exercise in PE?	X				
36.	Do staff recognise and allow for the additional planning and effort necessary for pupils with disabilities to be fully included in the curriculum?	X				
37.	Do you provide access to appropriate technology for those with disabilities?	X				
38.	Are school visits made accessible to all children and young people irrespective of attainment or disability?	X				

H. How does your school deliver materials in other formats for anyone who needs it?

		1	2	3	4	Comments
39.	Do you have arrangements to provide information in simple language, symbols, large print, audio or in Braille for pupils who may have difficulty with standard forms of printed information?	X				
40.	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	X				
41.	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	X				

## APPENDIX C – Bellfield Primary School Accessibility Plan 2023-2026

Physical Space				
Outcome	Strategies	Success Criteria	Responsibility	Time Frame
The school buildings and grounds are accessible for all children and adults and continue to provide access to the school's physical environment for all	Audit of accessibility of school buildings and grounds to be completed annually. Suggested actions to be implemented.	Access to all areas will continue to be good	Head of School/ SENDco/ Site Manager	Ongoing
All disabled pupils can be safely evacuated	Ensure all staff are aware of their responsibilities in relation to disabled pupils.  Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	All disabled pupils and staff working alongside are safe in the event of an evacuation	Head of School/ SENDco	Annually or as required
The playground is a safe space for all pupils.	Audit of the playground as part of annual site safety walk – any areas addressed.  Ensure risk assessments are in place.	All areas of the playground are safe and accessible	Head of School/ Executive Head and Site manager	Annually (Autumn 2023)
Increase the extent to which disabled pupils participate in extra-curricular activities	Encourage pupils are encouraged to participate in extra-curricular activities/ provide opportunities for pupils	All disabled pupils will be given the opportunity to participate in at least one extra-curricular activity per year	Sports Leader and SENDCo	Ongoing

<b>Curriculum</b>				
<b>Outcome</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Responsibility</b>	<b>Time Frame</b>
Staff are trained to meet the needs of children with a range of SEN	SENDco review needs of children and provide training for staff as needed	Staff enable all children to access curriculum	Head of School/ SENDco	Review termly
All educational visits are accessible to all	All providers of out of school education will comply with legislation to ensure that the needs of all children are met. Ensure each new venue is vetted for appropriateness	All pupils in school able to access all educational visits and take part in a range of activities A real commitment to inclusion of all children in all activities and events	Teachers/ Trip or activity organiser/ SENDco	Review termly
Specialist equipment is provided where needed to promote participation in learning	All children will be able to work as independently as possible	Following advice from outside agencies provide equipment as needed e.g. pencil grips, overlays, writing slopes, ear defenders etc.	Head of School/ SENDco	Review as required
The needs of all individuals during statutory tests are met and	Barriers to success will be reduced as far as possible enabling children to succeed with testing	Children will be assessed in accordance with regular classroom practice and guidance from the DFE for additional time and any specific access arrangements	Head of School/ SENDco	Review annually

Computer software is used to support learning, where appropriate and necessary	Make sure software installed where needed Liaise with outside agencies	Wider use of SEN resources in classrooms	Computing Leader/ SENDco	As required
PE curriculum is accessible to all	Gather information on accessible PE and disability sports Seek inclusive events and visitors	All pupils are able to access PE and are able to excel	PE Leader	As required