



Belmore
PRIMARY ACADEMY

Accessibility Plan

2025 - 2028



MIDDLESEX
LEARNING
PARTNERSHIP

APPROVED BY:	Primaries LGB
DATE:	October 2025
NEXT REVIEW DUE:	October 2028

Aims of the Accessibility Plan

This plan outlines how Belmore Primary Academy aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Middlesex Learning Partnership Multi-Academy Trust has set the following equality objectives:

1. To ensure that trustees, local governors and all staff are aware of the trust's clear organisational commitment to championing equality, diversity and inclusion
2. To close gaps in attainment between different groups of students; especially protected cohorts such as students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups
3. To promote cultural awareness and mutual understanding between different groups within our academies
4. To promote mental health awareness and develop appropriate interventions as necessary
5. To continue to improve accessibility across the academy sites for students, staff and visitors with disabilities
6. To record and monitor instances of discriminatory bullying or use of discriminatory language in our academies and take action to tackle these

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues

The Trust and local governing body also recognise its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents/carers
- The Head of School and other relevant members of staff

- The Trust Board/Local Governing Body
- External partners

The plan will be made available online on the school website and paper copies are available on request. This plan is reviewed every three years to take into account the changing needs of the school and its pupils. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Access to Curriculum – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Learning aids to be produced	SENDCO	Ad hoc	Resources from whole school training made [including Colourful Semantics and Widget] and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	In line with current pupils needs
Intervention training for support staff	SENDCO		Support staff able to work with increased knowledge and provide appropriate resources for pupils	In line with current needs
Termly learning support meetings to take place to assess and address pupil needs.	SENDCO	Via annual EHCP assessment	Pupil needs reviewed and being addressed.	In line with pupils personal plans
Training for teachers on differentiating the curriculum for disabled children as required.	Head of School	Ad hoc	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	
Staff trained to meet individual medical needs of pupils where applicable.	Head of School	Ad hoc	Staff completed training for specific needs.	Epi pen and asthma training and diabetes awareness training for all staff in line with pupil needs

Access to the Physical Environment – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure each area of the school has wheelchair access			The environment is adapted to the needs of pupils	
Develop a disabled access toilet	Head of School		A disabled access toilet available in each key stage with changing facilities.	
Emergency systems to have visual alarms	Head of School		Visual alarms fitted	
All internal doors accessible for wheelchair users.	Head of School		Deputy / Head of School All doors to be wheelchair accessible.	

Access to Information – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations – Widget/Colourful Semantics 	SENDCO	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	
Ensure signage is suitable for non-readers, is clear and well situated	Head of School	Ad Hoc	Pupils are able to navigate the school regardless of any disability	
The school makes itself aware of the services available for converting written information into alternative formats	Head of School	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	