# THE BELVEDERE ACADEMY

# ACCESSIBILITY PLAN 2026

## Date reviewed October 2026

## Next review October 2027

## Introduction

Schools are required under The Equality Act 2010 to have an Accessibility Plan.

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

The academy ethos promotes inclusivity and high aspirations for all. The vision statement of "***Be Brave, Be Bold, Be Belvedere***" underpins the vision of the academy to ensure that all pupils are valued equally and have the opportunity to thrive and succeed in all their endeavors. The academy promotes high aspirations for all regardless and aims to remove all barriers to learning.

The Belvedere Academy, formerly known as The Belvedere School, has been providing education in Liverpool since 1880. In 2007, the school became the first GDST academy and the first independent school in the UK to become an academy. It was named The Belvedere Academy. The academy continues the tradition of The Belvedere School and ensures high aspirations and an inclusive education and is now open to all abilities for pupils across the city and wider.

There are currently approximately 1256 pupils on roll aged 11 to 19. The pupil premium percentage is currently 29% across Years 7 to 11.

## Definition

The definition of disability under the law is a wide one.

A disabled person is someone who has a ***physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.***

The definition includes people with a hearing or visual impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia, and HIV are also deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, those who have recovered from cancer and people with a history of mental illness), they are still covered by the legislation for the rest of their life.

It is likely that every school in Liverpool has disabled pupils, staff members and service users.

## Vision and values

The Belvedere Academy fully supports the vision of Liverpool Safeguarding Children's (LSCP) partnership to ensure that all "children and young people in the care of The Liverpool City

Council deserve and expect to be treated with dignity, respect and fairness at all times, but more especially through times of emotional and physical need".

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our academy's accessibility plan is aimed at:

• Increasing the extent to which disabled pupils can *participate in the curriculum*

• Improving the *physical environment* of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and

• Improving the *availability of accessible information* to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

The SEND policy, information report and local offer plays a substantial role in guiding the strategic direction of the provision for all pupils in order to remove any barriers to learning.

As a result, the Belvedere Academy recognises the need to:

- Set an admissions policy that does not discriminate against pupils with a disability.
- Ensure that all pupils are treated equally regardless of any disability.
- Work in partnership with parents and pupils and value parental knowledge.
- Plan for any reasonable adjustments within the physical environment; this includes staff, pupils, parents and all visitors.
- Ensure full access to the academy enrichment programme so that pupils can take part and become actively involved. This includes all trips, events and clubs.
- Promote a culture of high aspirations for all.
- Provide equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

## Physical Environment

The academy consists of a series of interconnected buildings and at the heart of the school sits a 19th century listed building. As a result, there are many restrictions in place for the older parts of the school including doorway width, staircases, and installation of lifts.

There are various annexes which were newly built or refurbished in 2010. The accessibility of these buildings varies due to the restrictions on the various buildings. The main entrance is wheelchair-accessible with wide access doors to the building and wider staircases and corridors. The newly built or refurbished areas contain a lift. However, some of the older parts of the school cannot be accessed using a lift and this therefore makes some parts of the academy inaccessible. We continue to make reasonable adjustments wherever possible.

Our new, stand-alone modular buildings one completed in 2019/2020 and 2024 respectively stand at either end of the school. The Forget Me Not building comprises of an additional dining area with a smaller kitchen, 6 classrooms, a specialist IT facility, and an outside area. This

building is equipped with a lift and wide access at the entrance and via corridors / doorways. House 11, where Student Support is based, has been newly refurbished with lift access and wide corridors and the newest stand-alone modular building comprises of a further 6 additional classrooms with a lift. Outside this area has recently been landscaped and provided a more accessible outdoor area for lunchtimes.

The school has ramps, sets of lift keys, disabled parking bays, toilets, and changing facilities.

Adaptations will be made wherever possible in terms of moving classrooms, using specialist furniture and increased or adapted signage.

## Provision of Information

Information will be provided for staff, pupils, visitors, and parents in an appropriate format and although not an exhaustive list this may include:

- Large print
- Different coloured paper / coloured overlays
- Electronic format
- Translation services
- Sign language services

## Action Plan

| Area | Objective | Actions | Outcomes | Responsibility |
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| **Physical Environment** | Reasonable adjustments will be made to current and prospective pupils with physical disabilities and complex medical needs.<br><br>To improve the facilities in the Student Support Department. | Staff trained in fire evacuation procedures including evac chairs and PEEPs.<br><br>Specialist furniture is purchased, and external specialist advice is gained e.g. Speech and Language, Occupational Therapist.<br><br>Student Support team has moved across to a new area within the school which has been recently refurbished, adapted, and | All plans are in place and kept up to date to ensure all pupils are safe.<br><br>Staff are trained effectively and feel confident using skills and knowledge to complete safety procedures including Health Care Plans.<br><br>Pupils can physically access lessons and all desks / specialist facilities | Estates & Maintenance Coordinator, SENCO, Pastoral Team, SLT, and Curriculum Leaders. |

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| | | developed. This includes specialist counselling rooms and learning space supported by a teaching assistant and a teaching room. | wherever possible.<br><br>To review the location of specialist facilities e.g. creative arts, music and make reasonable adaptations. Work is being carried out in House 11 to make this even more accessible to everyone. Work was completed in August 2023.<br><br>Students can work and reflect in a welcoming and calm environment. | |
| **Delivery of curriculum assessments** | Ensure appropriate and reasonable adjustments are put in place. | Annual updating of access arrangements in line with JCQ guidelines.<br><br>Disseminate information to all staff.<br><br>Training for new and current staff. | Pupils can access all tests and exams and assessments done in a timely manner | Estates Team, SENCO, Exams Officer, and Teaching Staff. |
| **Delivery of curriculum** | To ensure the curriculum is accessible and adapted for all pupils in order to ensure High Quality Teaching (HQT) for all | Individual learning plans and profiles are being put in place for identified pupils and shared with all staff and follow the graduated approach (assess, plan, do, review). | Staff are aware of pupils' needs and review relevant documentation and registers.<br><br>SOW and curriculum plans reflect the needs | Curriculum Leaders, Form Teachers, Parents/Carers, Teaching Staff, SENCO, and SLT |

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| | pupils including those with SEND. | To increase the number of Chrome Books and laptops in the Student Support Department.<br><br>SEND information is up to date and includes relevant teaching and learning strategies.<br><br>Enrichment is adapted and accessible to all academy transport which leaves after Enrichment.<br><br>Plan additional SEND staff training to ensure all teachers have the skills and knowledge to deliver outstanding lessons to all pupils regardless of need.<br><br>Learning walks, lesson observations and work scrutinies.<br><br>SEND Champions are put in place across each Curriculum Area to champion the needs of pupils with SEND and raise issues. | of all pupils and show evidence of removing barriers to learning across all curriculum areas.<br><br>Students who are working in the Student Support dept have access to a Chrome book to support their learning.<br><br>The Enrichment programme reflects the needs of all pupils and attendance, and quality is monitored and evaluated.<br><br>Observations reflect outstanding practice, and any discrepancies / issues are dealt with in a timely manner. | |
| **Reading whole school** | To focus on reading as a priority for all. | Planned programme of delivering intervention to all and ensuring | Training offered to all teaching staff on the importance of reading and how | SENCO, Librarian, SLT, and all staff |

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| | | priority intervention is given to red readers.<br><br>Ensure library shelves are accessible to all pupils.<br><br>To identify pupils needing additional literacy support and plan suitable intervention both in and out of the classroom. | to support reading across the curriculum.<br><br>Research and trial various initiatives to improve reading across the cohort with particular focus on Year 7, Year 8, and weak readers including red and amber readers. | |
| **To improve relationships with pupils across the academy including disadvantaged pupils.** | To introduce restorative principles and practice to support behaviour management and build relationships across the academy. | To train all staff on key principles that underpin the restorative approach and attachment and trauma responsive school's approach. | Reduced number of internal and external exclusions.<br>Increased attendance.<br>Staff and pupils report on an improved sense of wellbeing in school. | SLT, Curriculum Leaders, and all staff |