

The Priory Belvoir Academy

Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Outcome
Curriculum Increasing the extent to which pupils with disabilities can participate in the school's curriculum.	- Our school offers an adapted curriculum for all pupils. - We use resources tailored to the needs of pupils who require support to access the curriculum. - Curriculum progress is tracked for all pupils, including those with a disability. - Targets are set effectively and are appropriate for pupils with additional needs. - The curriculum is continually reviewed to ensure it meets the needs of all pupils. - Careful consideration is taken within teaching areas to allow participation	- Consider curriculum adaptations on a needs basis – on entry/admission to the academy and/or in line with individual education plan reviews. - Check that SIMs tracking for pupils with additional needs or individual requirements is fit for purpose	HT/SENCO Head/Data Manager	Ongoing Ongoing	All pupils are able to access the full curriculum.

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	for all; this may mean seating a pupil in a particular place due to their need or another suitable reasonable adjustment. Pupils take part in all curriculum subjects with modification where appropriate i.e. specialised equipment, modified equipment, specialist furniture as appropriate.				
Physical Environment: Improving the physical environment to enable pupils with disabilities to take better advantage of education, facilities, and services.	The environment is adapted to the needs of pupils as required. This includes: - Ramps to support step-free access. - Lifts to ensure all floors are accessible and safe means of emergency escape are provided (evac chairs) - Adequate corridor width to allow safe movement for all pupils, including wheelchair users. - Designated accessibility parking bays close to the main entrance. - Accessible toilets and changing facilities equipped to meet a range of physical needs.	- Ensure a PEEP is in place for each relevant pupil / staff member or visitor. - Arrange termly evacuation rehearsal with appropriate review and implementation of associated actions. - Proactive monitoring of designated parking bays to ensure correct use. - Accessibility consideration for school trips - Development of a more accessible food room	SENCO Site Manager / HSL Site Manager	Ongoing Termly Ongoing	Staff and pupils can evacuate the building safely and promptly and to ensure accessibility measures are fully available to those in need.
Information Improving the delivery of information in a variety of ways	Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage	- Make parents/carers aware through newsletters. - Increase number and prominence of signposts on academy website.	HT, SENCO & EDI Lead Comms Manager	July 2026 July 2026	Removal of barriers to learning related to access to written or visual information.

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(e.g., braille, large print, audio) to pupils with disabilities within a reasonable time.	- Large print or colour-enhanced resources - Pictorial or symbolic representations - Google Translate				
Sensory Needs	- Adjustment to enable access to school through delayed and/or supported starts, movement between lessons - Use of ear defenders in loud or busy environments. - Use of policy approved fidget tools	Identify students where reasonable adjustments for sensory needs will improve their access in managing the school environment.	HT, SENCO	Ongoing	Removal of barriers to learning and the environment related to sensory needs.