Belmont School

Accessibility Plan

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Belmont School

Accessibility Action Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Increase the extent to which disabled pupils can participate in the curriculum

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to disabled pupils

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.

We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will consider the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full provision. We promote social learning and expect our pupils to show a high regard for the needs of others

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 school supports any available partnerships to develop and implement the plan.

The Plan is supported by Acorn Care and Education and Outcomes First Group.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. 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.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".
According to the Equality Act 2010 a person has a disability if:
He or she has a physical or mental impairment, and

The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
At Belmont School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for

everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

Definition of special educational needs
In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:
have significantly greater difficulty in learning than the majority of children of the same age; or

have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and

are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Belmont School Accessibility Plan
Improving the physical access

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled pupils, pupils, staff, visitors, parents and carers	o Ensure the school staff are aware of access issues ('access' meaning 'access to' and 'access from'). o Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process where appropriate. o Ensure staff and Trustees can access areas of school used for meetings. On the Secondary Site any pupils/staff/visitors can have meetings in the Coach House or Admin Buildings. On the Primary Site access to the school building can be obtained via the upper school entrance with any meeting held on the ground floor. Access to the main school can also be obtained through the school yard and Team 3 classroom. o Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired. o Communication in print around school to help children's understanding and visual recognition.	As required	o SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. o All staff are confident that their needs are met. o Continuously monitored to ensure any new needs arising are met. o Parents have full access to all areas of school – apart from the first floor at Chapel Street Site o PEEPs are prepared and reviewed as individual needs change
Maintain safety for visually impaired people	o Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges o Check exterior lighting is working on a regular basis o Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate o Check flashing beacons that signal fire alarm activation regularly	Annually, and as new children join the school throughout the year	o Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.
Lunchtime Adaptations to ensure it is accessible for all	o Any person who has been identified as needing additional support for lunchtime will have the necessary adaptations made for example a child who needs longer to eat lunch will be designated to have more time during lunchtime.	Daily	o All pupils/staff/visitors can access adequate time for lunch
Ensure there are enough fire exits around school that are suitable for people with a disability	o Daily health and safety checks of the school and its surroundings. o Ensure staff are aware of need to keep fire exits clear. o Whole school fire drills to take place at least termly to ensure pupils/staff/visitors are aware of procedures and ensure fire exits are safe and accessible for all.	Daily	o All disabled personnel and pupils have safe exits from school.

Whole School Evacuation	o Ensure anyone with physical disabilities can be safely evacuated from buildings in the event of an emergency (ensure all staff are aware of their responsibilities). o Pupils and Staff to have PEEP's if needed.	Annually, or when a child/adult has been identified as having a physical disability or injury that effects their mobility	o All physically disabled or injured persons can be safely evacuated.
Accessible car parking	o Any member of staff identified with a physical disability would be allocated a suitable car parking space. o Visitors will be provided a parking space suitable for them to access the relevant building/area of the school.	On-going	o There is a place for disabled members of staff and visitors to park throughout the school day.
Accessible toilet facilities	o An accessible toilet, meeting all appropriate requirements, is available on each site.	Monthly Check	o Accessible toilet facility is available
Changing/Bathroom facilities	o A shower facility and an Accessible Toilet is available at each site.	Monthly Check	o Accessible shower facility is available

Belmont School Accessibility Plan
Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
Access to learning/ in class provision	o Review SEND children's access to curriculum within class sessions. o Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. o Ongoing monitoring from SENCO. o Liaise with our Therapy Team i.e. SALT and OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptions. o Review accessibility to learning at least annually through the Annual Review process.	On-going	o All pupils have equal access to a broad and balanced curriculum

All school visits and trips need to be accessible to all pupils	o Risk assessments to ensure that all children including children with physical disabilities can access trips. o Ensure venues and means of transport are vetted for suitability o Ensure staff are fully briefed with regards to children with SEND	On-going	o All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	o Review PE curriculum to include disability sports	Annually	o All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	o Ensure whole school events can be adapted to include all children	As required	o Disabled children feel able to participate equally in out of school activities.

Ensure all staff have specific training on disability issues	o Identify training needs at regular meetings and provide the relevant training to support pupil/staff needs. o Ensure appropriate training is undertaken by all staff on SHINE or relevant external providers where appropriate.	On-going	o Raised confidence and knowledge for all staff. o Ensure appropriate training is provided to all/key staff.
Communication with Parents	o Ensure parents meet and can contact the school and key staff at any time. o Parents meet regularly with SLT/key staff where appropriate to access further support and advice. o Ensure parents and carers are provided with information at Annual Reviews for pupils EHCP.	On-going	o Parent/carer and school communication is strong. o Parents can confidently contact key staff for support and advice.
Pupil Voice	o Children are given opportunities to share their concerns, their views and their ideas. o Adaptations are made as needed.	On-going	o Children voice is heard and acted upon. o School Council is in place and providing pupils with a platform for their voices to be heard.

3. Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary. It will be reviewed by Steve Pegrum in conjunction with our Health and Safety Lead (Craig Bailey)

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

Health and Safety Policy

Curriculum Policy