

# ACCESSIBILITY PLAN

Approval confirmed:

Designation	Name	Date	Signature
Headteacher	Mr Kevin Day	01/2022	
Chair of LAB	Mr Lewis Grainger	01/2022	

Date for review: January 2025

## Introduction:

We believe this Accessibility Plan to be compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan. Under the Equality Act 2010, a person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal daily activities.

## Legal requirements:

Every school has a duty to prepare an Accessibility Plan. These plans:

- must be in writing,
- must be reviewed and revised if necessary,
- must be published by governors,
- will be inspected by Ofsted, and
- should cover the whole life of the school and all its policies, procedures and activities.

## Current provision:

Belmont Special School provides appropriate education for 170 pupils, aged from five to 16 years, with a wide range of special needs including moderate and complex learning difficulties communication difficulties, autistic spectrum disorder, visual/hearing impairment, profound and multiple learning difficulties, and emotional & behavioural difficulties.

All pupils are likely to be deemed disabled under the definition.

Our vision statement is:

*“Removing obstacles and enabling access to learning”*

All of our policies, procedures and activities are designed to ensure accessibility to the curriculum for all pupils. The school is also committed to providing ease of access to all relevant parts of the building and grounds, and equality of opportunity regarding trips, visits, clubs, special events and all school-related activities.

## Main Features of the Planning Duty:

1. **To improve the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.**

Belmont has been, and continues to be developed with the purpose of providing access for all. Routes to all parts of the school are level, with sufficient width to accommodate wheelchair use where necessary. There are steps between the administration block and the upper school classrooms and courtyard, but an alternative accessible route is available to all areas.

This principle has been applied indoors and outdoors as part of all new and recent development at Belmont:

- two new upper school classrooms built as an extension to the existing classroom complex;
- the soft play block attached to the lower school, but with external access;
- two intervention rooms, sited externally;
- specially-adapted containers (doors and ramps) to enable easier access to specially-adapted cycles and scooters, and
- canopied outdoor space to weather-proof outdoor activities

Further improvements are planned in order to meet the needs of the pupils, and these are addressed in Section 4.

The effectiveness of the premises is reviewed continually and alterations/improvements made where these are appropriate, possible, relevant and affordable.

## **2. To increase the extent to which pupils with disabilities can participate in the curriculum**

Belmont Special School offers a broad and balanced curriculum, differentiated appropriately according to the age and learning difficulty of each pupil. Schemes of Work, Individual Education Plan, Annual Reviews and Pupil Profiles provide detailed evidence of curriculum delivery, teaching and learning, individual targets, additional support and/or therapies and extra-curricular activities.

Core subjects continue to deliver courses that students can access and work towards qualifications. Running alongside the academic programme is a varied and enriched curriculum that not only ensures that children gain accreditation, but also fulfils their needs to become more independent beyond school. For example, the DT room is fully equipped for cookery theory and practice, and most upper-school classrooms have kitchenette facilities which students are encouraged to use. Weekly enrichment provision also gives pupils access to a range of holistic activities, from manicures to pet care.

The staff team and external providers also provide access to outdoor, physical activities, and utilise Belmont's specially-adapted cycles to provide opportunities both to the students, and the wider community. Organisations such as Cycle Stars, AllSorts and Super 7's cricket are among those providers who work regularly with Belmont children.

A member of staff is also a qualified yoga teacher and timetables classes across the school to enable students to access the mental health benefits associated with this activity.

## **3. To improve the delivery of information to pupils with disabilities**

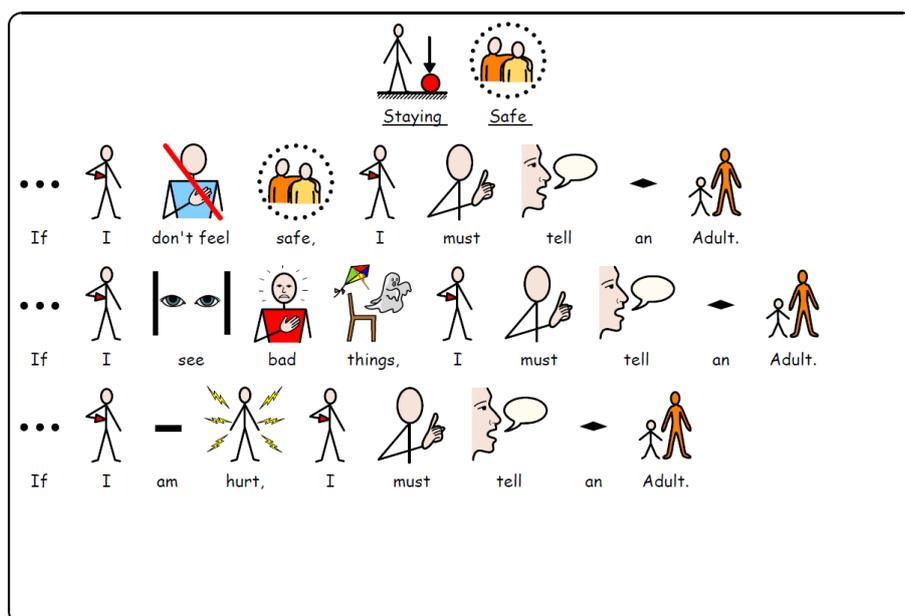
Staff at Belmont Special School have a great deal of skill and experience of a wide range of special needs and learning difficulties, enabling them to assess and implement channels of communication appropriate to a class, group or individual pupil.

We are a Total Communication school, with all staff trained in this discipline. In addition, we utilise Communication in Print to support children in understanding written text through the use of symbols. This is used to support:

- Communication
- Access to learning opportunities such as worksheets, and
- Sharing important messages throughout the school via posters and rule charters.

Staff are also trained in Picture Exchange Communication (PECs) to support spontaneous communication, and the introduction of using language verbally. This training is cascaded to all staff working with children who need this communication tool.

Belmont has iPad widget clicker packages to support communication and improve access to learning via technology for those students who would benefit from this resource.



*How we use symbols to help students who have communication challenges to understand important messages such as safeguarding concerns.*

Our school remains focused on communication through speech, the written word, sign language, interactive communication and sensory communication, and remains committed to continuing to help staff and pupils develop effective communication skills of all kinds.

#### 4. Development & Future Plans

Belmont is constantly alert to the need to adapt and develop according to the needs of our students, while supporting our staff and parents as fully as possible. The school is currently (January 2022) engaged in a number of projects to improve accessibility to:

- *Hygiene/toilet facilities.* A fully accessible DDA hygiene room with internal access to the upper school, and external access to the playground/sports field. This is a high-specification development scheduled for Spring 2022.
- *Cycling and sport.* An ambitious plan to provide athletics facilities and state-of-the-art cycling opportunities, using our existing adapted cycles. Running and cycle tracks have been designed for all-weather, all access usage. Hopes are for a phased development starting late-2022.
- *Health & Wellbeing Centre.* A roundhouse design, conducive to mindfulness and peace where students can regulate when they feel dysregulated in their emotions and behaviour. This will also provide access to a holistic programme, including yoga and therapeutic sessions for improved mental health.
- *Improvements to fencing and security.* This will provide a higher level of safety for pupils, giving them greater access to all areas of the school site without fear that they may breach the security of the perimeter.
- *Refurbished sensory room (Spring 2022).* This lower-school facility is an essential cog in providing our younger children with the calming, therapeutic environment they need.
- Replacement of our lower school playground play equipment to provide more appropriate play & leisure space for physical and mental wellbeing.

Ongoing:

- Ensuring that ICT equipment is updated and/or replaced to ensure best possible IT learning opportunities for students
- Greater community engagement to provide access to wider social interaction

We aim to continue to develop these and other initiatives in order to offer each pupil relevant and appropriate access to the curriculum and holistic programmes to help them build their qualifications and independence moving forward.

Review Date: January 2022

Next Review : January 2025