

ACCESSIBILITY PLAN

Approval confirmed:

Designation	Name	Date	Signature
Headteacher	Mr Kevin Day	01/2025	
Chair of LAB	Mr Paul Tibbetts	01/2025	

Date for review: January 2028

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 184 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:

- A fully accessible DDA compliant hygiene room installed in the upper school, with both internal and external access
- Refurbished sensory room in the lower school with level access and improved sensory equipment
- Swing room in the lower school to facilitate occupational therapy
- Lower school playground refurbishment has provided improved play equipment for physical and mental wellbeing.
- EYFS garden provides level access to full continuous provision for the infant year groups
- Creation of the blue room to provide safe facilities for regulation
- Installation of vinyl flooring in The Nest, to provide improved access to a sensory curriculum for the younger most complex pupils.

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, with plans in place to improve access for wheelchair users, 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 Move More 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.

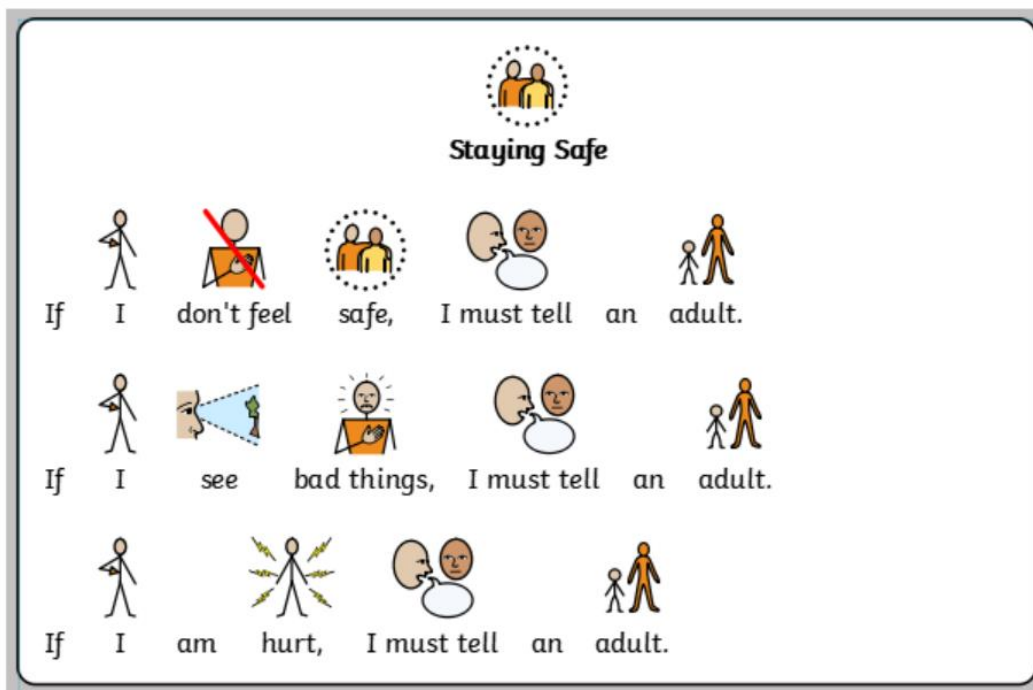
3. To improve the delivery of information to pupils with disabilities

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 receive regular training from the Speech and Language Therapist to support a variety of communication needs. This supports our universal speech and language provision.



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. Six 'Signs of the Week' are taught to all staff and pupils each week and we have created our own Core Vocab document which can be accessed around the school in our 'Communication Stations'. Staff learn this Core Vocab as part of their induction training. Staff in our complex learning classrooms are trained in Level 1 Makaton. We employ a part time SALT three days per week. In addition we have full time Communications & Interaction Support provided by a dedicated staff member who is leading on improved access to AAC devices for pre-verbal children.

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 2025) engaged in a number of projects to improve accessibility to:

- *Hygiene/toilet facilities.* A wheelchair accessible wet room with facilities for support with all aspects of intimate care is planned for the lower school, with an estimated delivery schedule of Summer 2025.
- *Additional staff toilets.* Due to the increase in staff in the lower school required to better meet the needs of the pupils, we have planned for 2 additional staff toilets to be built in this block, improving both access to facilities and staff wellbeing.
- *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. Planning permission has been obtained and phased development is hopeful to commence in summer 2025.
- *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. Fundraising for this is underway.
- *DT room refurbishment.* Initial plans are in place to install a rise and fall work station in the DT room to allow wheelchair users access to cooking facilities. Longer term, a full refurbishment of this space has been designed with multiple accessible work stations and fully accessible doors and circulation space. Subject to funding, this work may be completed in the year 2025/26.
- *Outdoor learning space for SLD classes.* An innovative plan to relocate the two SLD units to allow for a secure area of playground to be created, giving these pupils greater access to suitable play equipment and a safe space for regulation. Plans are in place for this to be delivered by September 2025.
- *Car park fencing.* Early discussions underway to fence off the car park, creating a fully pedestrianised site thereby improving pupil safety.
- *Primary library.* Refurbishment of space in the lower school to create a level access library space for younger pupils, removing the need for them to cross the site to access the upper school library.

Ongoing:

- Ensuring that ICT equipment is updated and/or replaced to ensure best possible IT learning opportunities for students. All KS4 pupils now have access to laptops for all lessons if required.
- Greater community engagement to provide access to wider social interaction
- Working alongside other SAND Schools to provide access to our facilities, particularly soft play, for regular use by pupils at other schools.

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 2025

Next Review : January 2028