



ACCESSIBILITY PLAN – DDA ACTION PLAN

UNCRC Article 2: The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from.

UNCRC Article 28: All children have the right to a primary education, which should be free.

UNCRC Article 29: All children have the right to be the best that they can be.

Headteacher's Signature: Ms L Shaw

Chair of Governors' Signature: Mr A Murphy

Reviewing Committee: Full Governing Body

Date reviewed: 22/11/18

Term of Review: 3 yearly

Date of next review: September 2021



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Belmont School's Vision

Development of the whole school learning community promotes personalised and independent learning throughout the learning journey for pupils and adults. Pupil voice informs all school development priorities – every child, every day make us 'Stronger Together'.

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002. This plan also includes increasing access for disabled adults.

Definition of Disability





Disability is defined by the Disability Discrimination Act (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers, access the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 -  not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 -  not to treat disabled pupils less favourably
 -  to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 -  to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice;
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;













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- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

-  Setting suitable learning challenges
-  Responding to pupils' diverse learning needs
-  overcoming potential barriers to learning and assessment for individuals and groups of pupils.
-  Offering pupils opportunities to develop a variety of interests and skills which will prepare them for the responsibilities and experiences of adult life.
-  Creating an environment in which a respect for people and property is an essential feature built on good relationships where every member of the school is valued and to encourage a sense of belonging to, and an appreciation of the school family.
-  Helping pupils develop enquiring, imaginative and creative minds with the ability to question and discuss rationally.
-  Raising the academic achievement of all pupils.
-  Encouraging positive attitudes and help children develop a sense of self-discipline and self-respect by acknowledging good behaviour and emphasising what is acceptable.
-  Involving parents, Governors and other adults as valued participants in the school community.
-  Encouraging tolerance of the individual's right of freedom of expression, regardless of gender, race or creed.

Activity

I. Education & related activities: Increased access to the curriculum

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts in Harrow and beyond.

II. Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

III. Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.



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Responsibilities

To help us meet the aims of the policy, the persons below have the following responsibilities:

Name of Stakeholder	Responsibility
The Head teacher	<i>Evaluates the impact of the plan.</i>
Senior Leadership Team	<i>Monitors the adjustments made for disabled pupils.</i>
Class teachers	<i>Ensure disabled pupils participate fully in school life and make progress.</i>
Governing Body	<i>Approve and monitor the plan.</i>
Parents	<i>Parents work with the school to ensure that their child is included and consulted regarding access arrangements.</i>
Pupils	<i>The pupils have a responsibility to include peers with a disability in all parts of school life.</i>

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary by the Governing Body.

Review Date: September 2021

DDR Action Plan at Belmont School





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This Action Plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010. Curriculum Access/Provision of Information for Disabled People

Aim	Current Good Practice	Objectives	Actions to be taken	Success Criteria	Person Responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability.</p> <p><i>RRS Article 2 – All children have the right to the CRC whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, or their family background.</i></p> <p><i>RRS Article 23 - All children have the right to live with dignity and independence.</i></p> <p><i>RRS Article 28 – All children have the right to an education.</i></p>	<p>The curriculum is differentiated to meet the needs of all pupils.</p> <p>Resources are tailored to the individual needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>Further differentiation to be made for those children with SEND to identify and monitor progress from individual starting points.</p> <p>Teachers to understand and allow for the additional planning and effort necessary for children with SEND to be fully included in the curriculum.</p> <p>Use of technology to be considered when providing access to the curriculum for children with SEND.</p> <p>To promote Independence for all pupils and pupils with SEND.</p>	<p>SENDCO to establish new system across the school and to support and monitor its implementation.</p> <p>Teachers to further develop skills in differentiation of the curriculum within their own year group curriculum and extending to earlier year group curriculums when necessary.</p> <p>Equality Objectives to be shared with staff.</p>	<p>System will be used for all identified SEND children across the school.</p>	<p>Inclusion team – DH/SENDCO/ Learning and Achievement Lead</p>	<p>Nov 2018</p> <p>Nov 2018</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Increase access to the curriculum for pupils with a disability.</p> <p><i>RRS Article 2 – All children have the right to the CRC whatever their ethnicity, gender, religion, language,</i></p>	<p>The curriculum is differentiated to meet the needs of all pupils.</p> <p>Resources are tailored to the individual needs of pupils who require support to access the curriculum.</p>	<p>Review the EYFS provision to ensure it meets the needs of disabled pupils.</p> <p>To promote Independence for all pupils and pupils with SEND.</p>	<p>SENDCO to work with learning hubs to develop EYFS learning spaces are accessible for pupils with additional needs.</p>	<p>Pupils with additional needs and disabilities will transition into school with greater support.</p> <p>Tailored support to be shared with parents using the schools provision map.</p>	<p>Inclusion team – DH/SENDCO/ Learning and Achievement Lead</p>	<p>Nov 2018</p> <p>Ongoing</p>



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<p><i>abilities, or any other status, whatever they think or say, or their family background.</i></p> <p><i>RRS Article 23 - All children have the right to live with dignity and independence.</i></p> <p><i>RRS Article 28 – All children have the right to an education.</i></p>	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils</p>		<p>Star 2 to have stock room converted to create a soft play space. Star 2 to be remodelled to provide workstations for pupils with additional needs.</p> <p>Star 2 toilets to be remodelled to allow for privacy where a child will need extra to support or changing when it comes to toileting needs.</p> <p>Site team to create outdoor space for storage of additional items needed for pupils.</p> <p>SENDCO to source sensory items to develop concentration span for pupils with additional needs.</p>		Class teachers	
<p>To eliminate unlawful discrimination; ensure that steps are taken to meet disabled pupils needs.</p> <p><i>RRS Article 2 – All children have the right to the CRC whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, or their family background.</i></p>	<p>We take reasonable steps to find out whether prospective or existing pupils have a disability. This includes:</p> <ul style="list-style-type: none"> • Creating an ethos and culture, which is open and welcoming so that parents and pupils feel comfortable about sharing information about the disability. • Providing an opportunity to parents for disclosure of a 	<p>Continue to organise training programme on disability which includes pupils.</p> <p>Promoting awareness of additional needs and</p>	<p>Incorporate appropriate training into the whole school CPD policy.</p> <p>Implement specific and targeted CPD for individuals and groups such as Governors.</p> <p>Run assemblies which promote disabled people and address the issues of</p>	<p>All staff and pupils understand a range of reasonable adjustments relevant to individual disabilities, emphasising the need to play an active role in eliminating harassment and to adopt positive attitudes towards disabled people.</p> <p>PSHE plans incorporate positive disabled role models,</p>		<p>Sept 2018</p> <p>Dec 18</p> <p>Monthly focus</p>



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<p>Improve and maintain access to the physical environment.</p> <p><i>RRS Article 2 – All children have the right to the CRC whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, or their family background.</i></p> <p><i>RRS Article 19 – All children have the right to be safe.</i></p> <p><i>RRS Article 23 - All children have the right to live with dignity and independence.</i></p> <p><i>RRS Article 24 – All children have the right to be healthy.</i></p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps or level access to all buildings. • An accessible lift • Wide, unblocked corridors • An accessible toilet and changing facility <p>Entrance buzzer and buttons at wheelchair height.</p> <p>Past survey indicate that The playground is a safe and happy environment.</p>	<p>To investigate the possibility of emergency fire alarm lights to accompany the fire alarm system for people with a hearing impairment.</p> <p>Investigate whether or not staff need training in the use of the Evac Chair.</p> <p>Investigate spaces that pupils can utilise to develop wellbeing opportunities.</p> <p>Review the playground provision to ensure it meets the needs of disabled pupils.</p>	<p>Investigate the cost and other implications of adding this to the existing system.</p> <p>If staff members are not aware of the Evac Chair and how to use it, Leadership Team to investigate possible training opportunities for key Staff.</p> <p>Observe playground opportunities to see whether they are suitable for all pupils. Gather information from pupils across the school and implement ideas.</p> <p>Monthly H&S walks. Recent surveys</p>	<p>Key staff members are aware of equipment and procedures.</p> <p>Practise fire drill with pupils covered by the DDA and put actions in place that will meet the needs of individual pupils, e.g. link person to accompany pupil in fire drills.</p> <p>Ensure the PEEP (Personal Emergency Evacuation plan) is known by all staff.</p> <p>Enable more disabled pupils to use the available resources.</p>	<p>HT DHT SENDCO Learning and Achievement lead for Inclusion School Business Manager</p> <p>School Council RRS Ambassador s</p>	<p>Ongoing</p>



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<p>Improve the delivery of information to all people with a disability.</p> <p><i>RRS Article 2 – All children have the right to the CRC whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, or their family background.</i></p> <p><i>RRS Article 23 - All children have the right to live with dignity and independence.</i></p> <p><i>RRS Article 28 – All children have the right to an education.</i></p>	<p>Our school uses a range of communication methods to ensure information is accessible on request. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Braille • Pictorial or symbolic representations • Audiotape Our school also uses: • Clear internal signage • Induction loops. 	<p>To ensure the availability of materials in alternative formats is clearly visible of the school website.</p>	<p>SENDCO and School Business Manager to review and update website</p>	<p>Information clearly visible on school website.</p>	<p>HT DHT SENDCO School Business Manager</p>	<p>Ongoing</p>