



ACCESSIBILITY PLAN

The purpose of this plan is to show how Belmont Grosvenor School is going to meet the duty to promote disability equality for disabled pupils, staff and parents. Disabled pupils for the purpose of this disability access plan refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they met the legal definition of 'disability'.

The School Policies have regard to inclusion for all. Disability equality is specifically covered in the schools Staffing Policy, Disability Policy, SEN Policy, Equal Opportunities Policy, Valuing and Celebrating Diversity and Inclusion Policy and Anti Bullying Policy.

Positive attitudes are encouraged amongst the staff. The staff attend courses which promote positive attitudes to disability. Updated information is given at full staff meetings.

Positive attitudes towards disability are encouraged amongst the children. This takes place throughout the teaching and learning process in general. Specific examples are included in the Accessibility Plan.

The Accessibility Review Committee, as outlined below, participates in the scheme. The Accessibility Plan encourages participation of parents, staff and children, as well as taking into consideration other users of the school.

The staff have the opportunity to contribute to the policies and parents are invited to complete a questionnaire.

The school has established an Accessibility Review Committee which consists of a Governor Representative, the Headteacher (Chairman) and the School Business Manager. Additional members may be co-opted, whose expertise in any field would be of assistance.

The committee will meet annually during the Spring Term to review access arrangements and to update the Accessibility Plan.

The school is continually reviewing the premises in light of the Equality Act 2010.

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
2016 – 2017	Disability Policy	To ensure that all reasonable adjustments can be made for all pupils with a disability, short or long term to access all areas of school safely. HK & JYM to discuss with Governors what we are able to achieve from a site visit by the Governor with responsibility for the buildings. To give due consideration to practical adjustments when formulating the SIP. Home/school partnership to be developed further in school. Notice board providing information to parents/visitors that the school is accessible to all and support is available. Courses for parents, etc.	A child being able to access all areas of the curriculum. A planned and costed programme of reasonable adjustments and improvements to the buildings, grounds and curriculum. No material changes to building going into next year. Premises reviewed – nothing we are aware of at present time.	Ongoing Ongoing	achieved
	Future planning for the September cohort	To be aware of the accessibility needs of the incoming cohort in September to give time to make reasonable adjustments to meet their needs. To space plan for the child with autism to ensure breakout space is available. At annual meeting to discuss the cohort and decide on action. To discuss children with speech and language communication difficulties and to look at provision and for those who need	Future planning to be an agenda item at the annual accessibility meeting to discuss the cohort and decide on action. For staff to share any work that has currently been undertaken in planning for and the arrangements which have already been agreed prior to this meeting. School and curriculum accessible. We also have a leaflet we will use for parents who need support regarding smooth transition.	Continues to be ongoing	Talk house have ben into school to work with specific chn. SALT continue to liaise with SENco and to attend review meetings.

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		<p>support from Occupational therapists.</p> <p>To look at behaviour plans for those children with psychological disabilities.</p>	<p>A book from Occupational Therapists re co-ordination difficulties is being used to assist.</p>		<p>Ongoing liaison with Future Steps. Information shared with staff to be able to follow and support their interventions.</p> <p>No Specific chn identified as yet until further analysis of PASS is undertaken</p>
	New SEN code of Practice	<p>To introduce, plan for, discuss and embed the New SEN Code of Practice through staff working party, to disseminate to staff for implementation and to share with the Governors as part of the monitoring cycle.</p> <p>To have in place a provision map.</p>	<p>Ongoing as new policy introduced. Will present to Governors in May to where at, at the time.</p>	Awaiting Governor clearance	<p>SEN policy embedded and updated accordingly. Presentation to Governors completed May 16. Information and update regularly shared at staff meeting s and briefings</p> <p>Provision plan in place</p>
	Reasonable Adjustments	<p>Start of term staff meeting staff to be made aware of all the reasonable adjustments</p>	<p>An ongoing list in the CRL and information shared with parents of the strategies to support</p>		

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		<p>being made so they can plan for these across all areas of the curriculum. A list in the CRL to include the reasonable adjustments.</p> <p>ISC decision to make a Reasonable Adjustment Decision Making Checklist. This has been done with one potential family.</p> <p>SENco undertaking training in Reasonable Adjustments.</p>	<p>their child.</p> <p>Family now not joining us in September</p>	<p>As and when required as part of the admissions process for children with disabilities</p> <p>2017</p>	<p>achieved</p>
	Asthma	<p>As required , to implement individual health plans for asthma. SBM to liaise with relevant staff. To continually review any new disabilities as they arise</p>	<p>Raising awareness of staff. Up to date records in place.</p>	Ongoing	
	Accessibility to tests	<p>Testing of children in terms of the tests they undertake is adapted to meet their needs i.e L6 etc</p> <p>Liaison between DofS and SENco when planning the ordering of tests, the timetable and staffing of tests to ensure all children can access the tests.</p> <p>Additional time given for tests if deemed necessary. To have readers in tests, with splitter headphones. To</p>	<p>Children should be able to access tests to senior schools and to share information to assist the children with transition to their new school</p> <p>Puts children in brackets and shows any trends etc.</p> <p>Liaise with Year 7 staff at senior schools re preparation for transition.</p>		<p>Achieved with adaptive tests</p> <p>Strong relationships with Senior School Learning Support departments</p>

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		<p>consider scribes. To offer paper tests. To have IT available for writing papers if needed. Time to be given to developing their typing skills. New NAHT leaflet for parents to assist with transition</p> <p>Continue to monitor – secondary school test.</p>	<p>SENco liaising with secondary school SENco as pupil been accepted. Assessment done here in familiar surroundings.</p>	Ongoing – Review and carry forward	
	Mental Health	<p>PASS to assist with pupil attitude to self and school.</p> <p>To develop skills from the staff training for Mental Health first aid</p> <p>The new EYFS Baseline system to be piloted with Reception (on a trial) this year for PSED.</p> <p>Develop a link between the Safeguarding Committee and working with PASS – Pilot of EYFS.</p> <p>Monitoring levels of wellbeing through Tapestry for the younger children.</p> <p>Monitoring system for wellbeing of Prep children. Will see how it correlates next year.</p>	<p>This would generate 1 report for KS1 and KS2</p> <p>A whole school approach and tracking system.</p> <p>Interventions in place. Support for the wellbeing of children.</p>	Spring 2017	<p>8 factors were positive across the whole school. The other factor – Attitude to teachers came out moderate satisfaction within KS2. EYFS PSED section of the baseline assessment has been carried out this year. The results of this are helping to inform ongoing assessment of the children’s Early Learning Goals.</p>
	Sign Language	Implemented in MTN	Improving communication and language of younger children to identify all needs and ensure they		Chn within Magic Nursery are secure in using please and thank you

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
			<p>can communicate in different ways.</p> <p>Always encouraging speech seems to be working well.</p>	Ongoing – carry over	
	Dyslexia Action	Tutor comes into school once a week to work with children. Monitor impact of it from test results.	Improved support for child and improved communication between the school, parents and Dyslexia Action resulting in a more integrated approach and a consistent level of intervention for the child. This system is working very well.	Ongoing	Progress data shows significant improvement in reading and expected level of progress in spelling.
	Technology Review	Audit and trial of suitable Apps. Audit and use of tablets for children so as to make reasonable adjustments.	Enough tablets to assist learning. Apps available to support Learning Support.	Ongoing	Chn who have Learning Support have further access to technology and tablets using Talking Tom Cat, Something Special, Scratch Junior, French Word App, Colour Therapy, Handwriting App
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	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
2017 -2018	Disability Policy	To ensure that all reasonable adjustments can be made for all pupils with a disability, short or long term to access all areas of school safely. HK & JYM to discuss with Governors what we are able to achieve from a site visit by the Governor with responsibility for the buildings. To give due consideration to practical adjustments when formulating the SIP.	A child being able to access all areas of the curriculum. A planned and costed programme of reasonable adjustments and improvements to the buildings, grounds and curriculum. No material changes to building going into next year. Premises reviewed – nothing we are aware of at present time. P6 7	Ongoing	EYFS - Reviewed and amended September 2017 Limited Reasonable Adjustments to school itself needed for current pupils. Easy access to chair ensured for one pupil and stopping the electric bell at the end of lessons for noise sensitive child. Some rearrangement of classroom layout for children with needs for individual space. Specific items such as sensory toys purchased. Assisted toilet in place.
	Future planning for the September cohort	To be aware of the accessibility needs of the incoming cohort in September to give time to make reasonable adjustments to meet their needs. To space plan for the child with autism to ensure breakout space is available. At annual meeting to discuss the cohort and decide on action. To discuss children with speech and language	Future planning to be an agenda item at the annual accessibility meeting to discuss the cohort and decide on action. For staff to share any work that has currently been undertaken in planning for and the arrangements which have already been agreed prior to this meeting. School and curriculum accessible. We also have a leaflet we will use for parents who need support regarding smooth transition. Ongoing support from SALT to further support	Ongoing	EYFS - Transition timetables for summer term 2018 in place Planning for children with SEND in Sept included additional staffing, ensured provision of additional quiet areas, appropriate arrangement of classrooms and risk assessments as appropriate. Additional provision was made for school trips. Needs have included the involvement of the school Pastoral team and outside agencies, specifically an educational psychologist

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		communication difficulties and to look at provision and for those who need support from Occupational therapists. To look at behaviour plans for those children with psychological disabilities.	language and communication development. Increased confidence for the child. Following advice, strategies and interventions from Future Steps to develop strength and coordination. P6, A1, P1		and private speech therapy. Intervention has also been requested from North Yorkshire inclusion Service. EYFS - SALT have been and continue to support children with specific needs. Pass data analysed from Feb/March 2018 showed the action points put in place for increased form time had a positive impact on their relationships with staff.
	Learning Support Policy	To review, evaluate and update the policy accordingly in light of statutory, legislative and regulatory changes. To continue to update staff on the processes and procedures and to monitor impact of interventions.	whole school approach for the benefit of all LS chn. . A1, A2, A3, A4, A8, P1,P5	Ongoing	The policy is updated annually and staff made aware of SEND national, school and pupil updates. EYFS - Reviewed and updated September 2017
	Monitoring of Provision	To monitor and audit the Learning Support profiles	To ensure we are offering the best provision possible to meet the needs of all chn in accessing the curriculum in terms of their educational achievement and personal development A1,P1,A2, P7,P8	Ongoing	All provision files are in place and were seen by Inspectors. EYFS - LA Vulnerable Learners Audit took place 16/01/18
	Reasonable Adjustments	Start of term staff meeting staff to be made aware of all the reasonable adjustments being made so they can	An ongoing list in the CRL and information shared with parents of the strategies to support their child.	Ongoing	Reasonable adjustments for children with SEND in Yr 6 forwarded to independent schools for entrance exams and

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		<p>plan for these across all areas of the curriculum.</p> <p>A list in the CRL to include the reasonable adjustments. Ensuring we are clear at first point of contact with our admissions on reasonable adjustments Planning adapted to highlight the reasonable adjustments needed in lessons to support learning</p>	<p>New chn being able to access the curriculum and all areas of school</p> <p>High attainment and progress for all learners A1 P1</p>		<p>ensured that these were put in place. RAs are forwarded to all prospective schools. Children with SEND sometimes have additional visits to and from next school to ensure smooth transition.</p> <p>EYFS - Achieved and further actioned as part of the admission process for any child with specific needs</p>
	Asthma	As required, to implement individual health plans for pupils with asthma. SBM to liaise with relevant staff and parents with the onus on parents to inform the school. Regular reminders in school literature eg Blazer Post.	Raising awareness of staff. Up to date records in place. P8	Ongoing. Numbers of asthma sufferers within the pupil body reducing.	<p>Administering of medication policy reviewed and amended July 2017</p> <p>HCP plans put into place as needed for individuals</p> <p>All staff have undergone training – Asthma and Anaphylaxis</p>
	Accessibility to tests	<p>All chn in Y3 undertake dyslexia screening to ensure they have accessibility to both the curriculum and tests/assessments, as well as to have planned support in lessons and assessments.</p> <p>Testing of children in terms of the tests they undertake are adaptive to meet their needs</p> <p>Liaison between DofS</p>	<p>Increased confidence and self esteem in their own ability. Highlight progress and achievement</p> <p>Children should be able</p>	Ongoing	Yr 3 and new pupils continue to be screened when joining the prep school. RB and ES looking into investment in further Dyslexia profiling from GL with will provide a profile of specific strengths and weaknesses rather than just identification of those chn found to have dyslexic tendencies. The resources will also enable teachers to develop a relevant intervention

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		<p>and SENco when planning the ordering of tests, the timetable and staffing of tests to ensure all children can access the tests.</p> <p>Additional time given for tests if deemed necessary. To have readers in tests, with splitter headphones. To consider scribes. To offer paper tests. To have IT available for writing papers if needed. Time to be given to developing their typing skills.</p> <p>NAHT leaflet for parents to assist with transition Continue to monitor – secondary school test.</p>	<p>to access tests to senior schools and to share information to assist the children with transition to their new school</p> <p>Puts children in brackets and shows any trends etc.</p> <p>Liaise with Year 7 staff at senior schools re preparation for transition.</p> <p>SENco liaising with secondary school SENco as pupil been accepted. Assessment done here in familiar surroundings. P6</p>		<p>programme.</p> <p>ES looking into moving to the new adaptive spelling test (NGST) from GL Assessment in Autumn 2018 for all chn Yr2-6.</p> <p>Summer exams 2017 were successfully carried out with the correct support in place. This will be ongoing in summer 2018.</p> <p>Liaison with senior schools through RB and ES continues to be successful and reasonable adjustments are being made as necessary.</p> <p>EYFS - Achieved with adaptive tests</p>
	Mental Health	<p>PASS to assist with pupil attitude to self and school.</p> <p>To develop skills from the staff training for Mental Health first aid</p> <p>Develop a link between the Safeguarding Committee and working with PASS</p> <p>Monitoring levels of wellbeing through Tapestry for the younger children.</p>	<p>Reports and interventions for KS1 and KS2.</p> <p>A whole school approach and tracking system.</p>	Ongoing	<p>Mental health Policy reviewed and amended September 2017</p> <p>Agenda Item on staff briefings, Pastoral care and Safeguarding Meetings</p> <p>All children in EYFS monitored through Leuven Scales of well – being and involvement</p> <p>EYFS Inset January 2nd on Mental Health for Staff</p>

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		<p>Fostering emotional health and well-being within school, assessing the range of needs and desirable experiences and providing evidence of what this look like at BGS.</p> <p>Assessing the schools provision for mental health through a review of policies, areas of need, staff training, parent and external partnership and individual care plans</p>	<p>Interventions in place. Support for the wellbeing of children. P8</p> <p>An overview of the culture of our school to support the emotional health and well-being of the chn Embedding of a mental health and well-being policy for the benefit of all chn. P8</p>	Sept 17	<p>Future staff training 23rd April 18</p> <p>NW ELSA trained, led staff INSET with his work. Also trained in Draw and Talk.</p>
	Sign Language	Embed it in MTN	Improving communication and language of younger children to identify all needs and ensure they can communicate in different ways. To have a greater number of signs.	Ongoing	Qualified Staff member currently on maternity leave
	Dyslexia Action	To continue to work closely with the DA and the tutor that comes into school each week once a week to work with children. To continue to monitor impact of it from test results.	Improved support for child and improved communication between the school, parents and Dyslexia Action resulting in a more integrated approach and a consistent level of intervention for the child. Build self-esteem. To add value to their test results. P1 & A1	Ongoing	Readers and additional time were available for children with dyslexia during end of year tests. Those assessments showed that those chn accessing the dyslexia tutor have achieved above the age related expected level of progress in writing and spelling.

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	Technology Review	To continue to audit and trial suitable Apps. Continue to monitor use of tablets for children so as to make reasonable adjustments.	Apps available to support Learning Support. Enough tablets to assist learning. A5	Ongoing	No apps being used by chn yet. Although a couple of chn in Yr 6 have been using their own laptop devices brought in from home to allow them to make better progress mainly with their writing in English lessons.
2018 -2019	Disability Policy	To ensure that all reasonable adjustments can be made for all pupils with a disability, short or long term to access all areas of school safely. HK & JYM to discuss with Governors what we are able to achieve from a site visit by the Governor with responsibility for the buildings. To give due consideration to practical adjustments when formulating the SIP.	A child being able to access all areas of the curriculum. A planned and costed programme of reasonable adjustments and improvements to the buildings, grounds and curriculum. No material changes to building going into next year. Premises reviewed – nothing we are aware of at present time. P6 7	Ongoing	
	Future planning for the September cohort	To be aware of the accessibility needs of the incoming cohort in September to give time to make reasonable adjustments to meet their needs. To space plan for specific learning and behaviour needs to ensure breakout space is available. At annual meeting to discuss the cohort and decide on action.	Future planning to be an agenda item at the annual accessibility meeting to discuss the cohort and decide on action. For staff to share any work that has currently been undertaken in planning for and the arrangements which have already been agreed prior to this meeting. School and curriculum accessible. We also have a leaflet we will use for parents who need support regarding smooth	Ongoing	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		<p>To discuss children with speech and language communication difficulties.</p> <p>To look at behaviour plans for those children with psychological disabilities.</p>	<p>transition.</p> <p>Ongoing support from SALT to further support language and communication development. Increased confidence for the child. Following advice, strategies and interventions from Future Steps to develop strength and coordination.</p> <p>P6, A1, P1</p>		
	Learning Support Policy	<p>We have a SEND Policy and a separate Disability Policy as not all children with a disability have SEN.</p> <p>Target to merge separate Disability Policy with Accessibility Plan. To review, evaluate and update the policy accordingly in light of statutory, legislative and regulatory changes. To continue to update staff on the processes and procedures and to monitor impact of interventions.</p>	<p>Cohesion of policies as they develop, to ensure continued clarification.</p> <p>whole school approach for the benefit of all chn. .</p> <p>A1, A2, A3, A4, A8, P1,P5</p>	Ongoing	
	Monitoring of Provision	To monitor and audit the Learning Support profiles	<p>To ensure we are offering the best provision possible to meet the needs of all chn in accessing the curriculum in terms of their educational achievement and personal development</p> <p>A1,P1,A2, P7,P8</p>	Ongoing	
	Reasonable Adjustments	To ensure RAs are in		Ongoing	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		<p>place for September – new cohort and moving year groups for physical access and access to curriculum. Subsequently through the year for test access and transition.</p> <p>Start of term staff meeting staff to be made aware of all the reasonable adjustments being made so they can plan for these across all areas of the curriculum.</p> <p>A list in the CRL to include the reasonable adjustments. Ensuring we are clear at first point of contact with our admissions on reasonable adjustments Planning adapted to highlight the reasonable adjustments needed in lessons to support learning.</p>	<p>Removal of any possible barriers to achievement on entry or transition.</p> <p>An ongoing list in the CRL and information shared with parents of the strategies to support their child.</p> <p>New chn being able to access the curriculum and all areas of school</p> <p>A child able to thrive and flourish by being able to access the curriculum.</p> <p>High attainment and progress for all learners A1 P1</p>		
	Asthma	As required, to implement individual health plans for pupils with asthma. SBM to liaise with relevant staff and parents with the onus on parents to inform the school. Regular reminders in school literature eg Blazer Post.	Raising awareness of staff. Up to date records in place. P8	Ongoing	
	Accessibility to tests	All chn in Y3 undertake dyslexia screening to ensure they have	Increased confidence and self esteem in their own ability. Highlight progress	Ongoing	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		<p>accessibility to both the curriculum and tests/assessments, as well as to have planned support in lessons and assessments.</p> <p>Testing of children in terms of the tests they undertake are adaptive to meet their needs</p> <p>Liaison between DofS and SENco when planning the ordering of tests, the timetable and staffing of tests to ensure all children can access the tests. Additional time given for tests if deemed necessary. To have readers in tests, with splitter headphones. To consider scribes. To offer paper tests. To have IT available for writing papers if needed. Time to be given to developing their typing skills. NAHT leaflet for parents to assist with transition Continue to monitor – secondary school test.</p>	<p>and achievement</p> <p>New adaptive spelling test to be introduced in September for Y2-6</p> <p>Children should be able to access tests to senior schools and to share information to assist the children with transition to their new school</p> <p>Puts children in brackets and shows any trends etc.</p> <p>Liaise with Year 7 staff at senior schools re preparation for transition.</p> <p>SENco liaising with secondary school SENco as pupil been accepted. Assessment done here in familiar surroundings. P6</p>		
	Mental Health	<p>PASS to assist with pupil attitude to self and school. To develop skills from the staff training for Mental Health first aid and from Compass Buzz</p>	<p>Reports and interventions for KS1 and KS2. Staff fully aware and trained.</p>	Ongoing	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		<p>Continue to develop a link between the Safeguarding Committee and working with PASS Monitoring levels of wellbeing through Tapestry for the younger children.</p> <p>Fostering emotional health and well being within school, assessing the range of needs and desirable experiences and providing evidence of what this look like at BGS.</p> <p>Assessing the schools provision for mental health through a review of policies, areas of need, staff training, parent and external partnership and individual care plans. Working alongside Compass Buzz in training of staff and implementing strategies.</p> <p>To increase the amount of nurture time in KS1</p> <p>Effectively deploy the ELSA to work with families and children identified of needing support.</p>	<p>A whole school approach and tracking system.</p> <p>Interventions in place. Support for the wellbeing of children. P8</p> <p>An overview of the culture of our school to support the emotional health and well being of the chn Embedding of a mental health and well being policy for the benefit of all chn. P8 All chn feeling supported in school. P1 & P8</p> <p>Positive impact & outcomes for the children's wellbeing. To see an improvement within the PASS data</p> <p>A cohesive approach that will have positive outcomes for the child and family.</p>		

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		To use talk and draw as a tool to support chn in school.			
	Sign Language	Embed it in MTN	Improving communication and language of younger children to identify all needs and ensure they can communicate in different ways. To have a greater number of signs.	Ongoing	
	Dyslexia Support	To continue to work closely with the the tutor that comes into school each week once a week to work with children. To continue to monitor impact of it from test results.	Improved support for child and improved communication between the school, parents and Dyslexia support resulting in a more integrated approach and a consistent level of intervention for the child. Build self-esteem. To add value to their test results. P1 & A1	Ongoing	
	Technology Review	To continue to audit and trial suitable Apps. Continue to monitor use of tablets for children so as to make reasonable adjustments.	Apps available to support Learning Support. Enough tablets to assist learning. A5	Ongoing	