



Belmont School

Accessibility Policy

1 Introduction

- 1.1 Belmont Preparatory School aims to offer the highest quality of teaching and learning, and to support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.
- 1.2 We have an Admissions Policy which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be fully inclusive within the parameters of our Admissions Policy and to ensure that Belmont is the right environment within which each child can flourish. The School's Equal Opportunities Policies for staff and pupils set out how we seek to promote equality of opportunity for all members of the School community, and the SEN and Learning Support Policy amplifies how Belmont aims to meet the needs of children with learning support requirements. We are a welcoming school and our mission statement is "Achievement through Happiness".

2 Ethos and Aims of Belmont Preparatory School

- 2.1 Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives. Our principal aims are:
 - To provide a healthy, happy, safe and caring environment for young children, and maximising opportunities for stimulation, enjoyment, and achievement both individually and collectively;
 - To promote successful and enjoyable learning through a curriculum designed to meet the needs of our 21st century learners;
 - To ensure that the academic curriculum is enriched by sport, performing arts, visual arts and other cultural and creative pastimes;
 - To provide a broad and balanced education for pupils, across a wide range of intellectual capabilities, enabling them to gain entry to their preferred Senior Schools via a school's own entry procedures;
 - To equip all our pupils with the knowledge, skills and attributes necessary not only for Belmont, but for senior school, for work and for the future;

- To produce well-rounded, confident, independent, polite and friendly boys and girls ready to take on the challenges ahead of them and to make a positive contribution to the society in which they will play a part.

3 Setting

- 3.1 Belmont Preparatory School is situated on a hilly site in the Surrey Hills and the main building is grade 2 listed. Within the constraints this provides, we regularly review and take steps to improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. We have constructed and refurbished two dedicated learning support rooms for 1:1 and small group teaching, and have introduced typing lessons for those pupils who would benefit from the use of a laptop to more readily access the curriculum.
- 3.2 We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience. For example, at Belmont Preparatory School we embrace technology, use of laptops, ipads and tablets, and material is provided in a range of forms in order to suit the various styles of learning in school, such as, enlarging copy and producing information on a different colours of paper (often blue or beige) in order to assist with visual tracking.
- 3.3 Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils, and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

4 Context

- 4.1 There are a number of Belmont pupils with EAL or SEN requirements. Children with IEPs are monitored constantly and their IEPs are formally reviewed twice yearly to assess progress relating to their targets. Parents play a positive and crucial role in this process to ensure a joined-up approach between school and home.
- 4.2 Typical medical or learning requirements found in school include dyslexia, dyspraxia, dyscalculia, hearing impairment, mild or moderate visual impairment, Asperger's Syndrome, diabetes, anaphylaxis and allergies, heart conditions and asthma. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips) and further details on how this is achieved may be found in our SEN and Learning Support Policy.
- 4.3 We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications, and regardless of any disability he/she might have provided that we can make reasonable adjustments to meet their needs. We actively implement the School's Equal Opportunities Policy for staff in the day-to-day management of Belmont Preparatory School. We have staff with medical disabilities and they are provided with the necessary support, as required. We regularly review the needs of staff to ensure these are being met.

- 4.4 Should the School appoint a Governor with medical disabilities, we would make the necessary adjustments to ensure that any individual with the necessary skills to become a Governor could travel to and from meetings, and has access to all the necessary information and equipment to enable him/her to fully and actively undertake the role.
- 4.5 As part of the internal function of the senior management of the School and the Governing Body, we regularly review our provision for pupils, parents, staff and governors with special needs and or disabilities.
- 4.6 The results of the School’s monitoring has informed our Accessibility Plan (at Appendix 1) and which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
Schedule 10 3.(2)(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum;
3.2(b)	Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
3.2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

4.7 The following School policies are also relevant to and cross-reference to this Policy:

- Admissions Policy
- Curriculum Policy
- Equal Opportunities Policy - Pupils
- Equal Opportunities Policy - Staff (published in the Staff Handbook)
- Recruitment, Selection and Disclosures Policy
- Special Education Needs (SEN) and Learning Support Policy

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