



Introduction:

All Schools are required, under the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 to prepare and implement accessibility strategies. This Strategy/Policy supersedes the draft document produced in 2003.

Following publication of the 2nd Edition of the SCIS Handbook on Accessibility in June 2006, an Audit and Review of our existing Policy and practice was undertaken. The Accessibility Policy 2007 was the result of this process and this Policy the latest version of it. This Policy sets out the ways in which Belmont House School provides access to education for pupils with a disability*, and also should be considered as a practical manifestation of our philosophy, as reflected in our Aims, of providing an educational experience that centres on the needs of the individual

- Under the terms of the Disability Discrimination Act (2005), a person has a disability if "he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

This Strategy/Policy has been prepared with reference to the following key documents/legislation:

- 2nd Edition of the SCIS Handbook on Accessibility (June 2006)
- Disability Discrimination Act 1995 [DDA]
- Special Educational Needs and Disability Act 2001 [SENDA] – Disability Discrimination in Education
- Education(Disability Strategies and Pupils' Educational Records)(Scotland) Act 2002 [DSPERA]
- Disability Discrimination Act 2005 [DDA] – this extended the definition of disability from the 1995 Act.
- Education (Additional Support for Learning)(Scotland) Act 2004
- Belmont House School Improvement Plan [current]
- Belmont House Support for Learning Departmental Policy Handbook [current]

This Strategy audits, reviews and plans for improvement to three key areas

1. Access to the curriculum
2. Access to the physical environment
3. Communication and the delivery of school information normally provided in writing to pupils

The Levels assigned to the Evaluation of each QI in this current Policy derived from a consultation exercise completed with staff in May 2009. Teaching staff were asked to grade each QI and mean and modal numbers were obtained and then the overall mean for each QI derived. Evidence and comments were discussed at a subsequent series of meetings with groups of staff in May/June 2009 and the information thus obtained forms the basis of the Audit Section of the Session 2009-2010 School Improvement Plan [SIP] finalised in August 2009.



1. ACCESS TO THE CURRICULUM

The School carries out a full and detailed annual audit of its provisional and current practice in relation to all aspects of the curriculum, and this is reflected in the School improvement plan for each academic session.

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers. However, this is circumscribed by legislation in two ways.

1. The 'reasonable adjustments' duty under the DDA excludes requirements for immediate physical alterations to be made to schools and for the provision of auxiliary aids and services.
2. Section 15 of The Standards in Scotland's Schools Act includes a presumption in favour of providing mainstream education for all children subject to the following exceptions:
 - It would not be suited to the child's ability or aptitude
 - It would not be compatible with the provision of efficient education for other children with whom the child would be educated
 - It would result in unreasonable public expenditure that would not ordinarily be incurred.

As a single institution Belmont House School cannot replicate the range of support and resources that a local authority can provide. However, the School has successfully supported pupils with a range of disabilities - physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the School's Policy on Admission (included in this document).

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the pupil will address this issue under the following points:

- Input from specialist teachers
- Technological enhancements - ICT
- Adaptation of teaching materials

These will be kept under review.

The School's ICT network provides access to pupils in almost all locations. Effective use of these facilities can ameliorate difficulties of mobility.

In constructing the Timetable, the School will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be, and have in the past been, altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.



In conjunction with the Support for Learning Department, the Junior and Senior Schools will assess a pupil's need for support through assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or National Qualifications. Such support will be provided within the terms of the established policies of the Scottish Qualifications Authority.

<http://www.jordanhill.gla.sch.uk/policies/accessibility/> - top

The Support for Learning Departmental handbook details the procedures and methodologies in place to ensure that the needs of all pupils are catered for. This document, in conjunction with individual Department Handbooks, reflects the ways in which the curriculum is differentiated, individualised, adapted, enhanced and elaborated to meet the needs of pupils with a disability.

School policies do include measures for supporting learning and teaching which take into account current and prospective pupils with disabilities. Staff are provided with guidance on a variety of teaching approaches to meet the needs of different learners, and opportunity is provided through, for example, In-Service Days, to share experience of successful teaching strategies. Professional development on learning and teaching is provided on a regular basis, both within and outwith School. A Learning & Teaching Working Group provides impetus for this on a whole School basis, in conjunction with the individual CPD needs of staff identified through Staff Review & Development procedures. Forward Plans do build on pupils' prior learning and include individual targets for disabled pupils, and specific training to meet the needs of pupils with additional support needs is carried out as required. The effectiveness of teaching, planning, guidance and support to staff is also regularly monitored and evaluated through the School's Quality Assurance procedures.

Where are we now?

- We have pupils with dyslexia.
- We have pupils with Aspergers Syndrome.
- We have pupils with Autistic Spectrum Disorder.
- We have pupils with other learning difficulties.
- We have no pupils, at present, who are blind and /or deaf or are registered as visually or auditory impaired. We have no pupils, at present, who are in wheelchairs.

Admissions Policy

The School will be prepared to consider applications for admission at any time although the main application procedures take place in January and February for entry in the Autumn Term of the same year.

Entry to Belmont House School is based on specific criteria. In the judgement of the school the applicant must be in a position to potentially maintain or improve upon the standards set by the school. These standards will comprise:



- Satisfactory academic standards
- The ability to relate to others, a good disciplinary record and evidence of self-discipline.
- Availability of places
- The timetable must be able to accommodate their needs.

All applicants are assessed on the basis of:

- All applicants from J1 – S6 will have a Taster Day in School. The pupil will have a full day with the relevant class or year group and will take part in the activities covered by that year group. Following the Taster Day, the teachers concerned are asked to submit brief reports on suitability for entry.
- In addition a report from the prospective pupil's current school is sought. Should evidence appear which would give cause for concern based upon the criteria of relating to others, good discipline and self-discipline this would be communicated to parents and a place may not be offered. In any event the Principal will discuss the taster day with the parents and a mutual decision will be made on whether to proceed with the application.
- **Satisfactory Academic Standards**
The next stage is for the prospective pupil to attend School to sit an entrance test. This will be a Cognitive Ability (reasoning) Test (J4-S6) or a suitable NFER test for J1. Similar tests for J2-J3 are under development. All these tests are nationally standardised. The School would not usually be able to offer a place if the standardised results indicate that the candidate is significantly below the National Average in reasoning ability.

Availability of places:

The maximum class size at any stage in Belmont is 20 and, in practice, the average class size in both Junior and Senior Schools is significantly below this figure. An applicant would not be admitted if this involved increasing class size to above our maximum.

In the events of the available places in a particular year group being oversubscribed, future successful applicants are offered places on a Waiting List. These places are offered in chronological order from date of application.

Siblings

The School will try to keep families together and requests will always be treated sympathetically. If older or younger siblings of a prospective pupil already attend, or have attended the School, a place will be offered subject to the child meeting the entry requirements outlined above and availability of places.

Applicants to Senior 2 and above

The School may not be able to meet the needs of applicants who desire SQA courses not currently on offer. Applicants at Senior 2 and above need to fit into the existing subject base



and timetable arrangements. Specific requests will be handled sympathetically and an agreement will be reached between the School and parents prior to admission.

Disabilities

Part 4 of the DDA (1995) makes it unlawful for any school to discriminate against a disabled or prospective disabled pupil in respect of educations and admissions. Within the existing current staffing and facilities the school will endeavour to accommodate those pupils who may have a disability. Any disabilities, including specific learning difficulties or a Record of Needs, must be brought to the attention of the school at the time of application so that no applicant is placed at an unfair disadvantage in the selection process.

Selection of pupils on merit – ability and aptitude – is a permitted form of selection but every step is taken by the School to ensure that pupils with a disability are not disadvantaged. All testing procedures are conducted in small groups or on an individual basis, with cognitive Abilities Tests administered by the Principal Teacher of Support for Learning.

Nursery Applications

Normally Nursery pupils currently at the School will be offered a place in J1. However should there be difficulties as outlined above in the criteria for entry, this offer of place would not be automatic.

Fees

The School will consult with any previous school to ensure that there is not an existing debt. Should this be the case Belmont House School would not be able to consider an applicant until the debt had been cleared.

Access to the Informal Curriculum

Pupils at Belmont House School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability.

This has included:

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan.



The suitability of any event and the need for additional support is discussed fully with parents in advance.

2. ACCESS TO THE PHYSICAL ENVIRONMENT

The physical environment is defined as the buildings, vehicles, playground and sports fields used by the School.

The School has carried out a full and detailed summary audit of access to the built environment, conducted by an experienced member of staff. **The Accessibility Audit Report-Access Audit Checklist is included as Appendix 2 to this document.**

While we do not at present have any pupils with major physical disabilities that preclude their accessing any area of the School, any physical disability would NOT prevent a prospective pupil from being offered a place if they met the terms of the School's Policy on Admission.

The School has been proactive in the improvement of access to the physical environment, and following steps have already been taken to provide access to most areas of the School:

- The new building completed in early 2008 is fully compliant with the DDA, including ramped access from the playground, toilet provision and lift access to both floors. This in turn provides access to the ground floor of the existing Main Building, including School Office & Reception Area, Senior School Staff Room and several classrooms, and also to the basement of the Main Building.
- Ramped access is provided to the main Junior School Building, providing level access to the Staff Room, four classrooms and toilets.
- Level access is available to the Art Block containing two classrooms and the office of the Head of Junior School.
- Level access is available to the Junior School Extension Building – four JS classrooms and a Senior School Geography classroom.
- All off-site sports facilities used by the School are commercially-owned or local authority premises and, as such, provide full compliance with the DDA.
- The Playground has been re-laid with tarmac providing a level surface throughout.

There is **no** access at present to:

- The After School Care Room, and one adjacent Junior School classroom, in the main Junior School Building.
- The 1st and 2nd Floors of the Main Building – the Listed [Grade B] status of this area restricts further adaptation.



Action Points:

Short Term

- Nil

Medium Term

- As part of the scheduled refurbishment programme, all internal doors in the Main Building will be adapted or replaced to provide low visibility panels and lever-action handles.
- “Nosings” on stairs will be altered to provide a visual contrast with the actual steps.
- Handrails and banisters will be painted to provide contrasting colour to those who are visually impaired to distinguish them from background colours.
- Door frames will be painted contrasting colours to distinguish them from background colours.
- An Induction Loop will be installed in the Reception Area to assist pupils, visitors and staff with hearing impairment.
- Strobe lighting will be added to the fire alarm sounders.
- Disabled parking will be provided in the new Car Park.

All arrangements – both existing and planned – will be discussed with the parents of pupils with disabilities and any member of staff who has, or develops, a disability.

3. COMMUNICATION & DELIVERY OF INFORMATION

The School acknowledges its duty to all pupils to provide the means by which they can express their views on matters that affect their education, care and welfare, and also to provide information in a variety of formats.

Effective communication between the School and the parents of all pupils is a key part of the education process. The School is particularly proactive in involving the parents of pupils (and the pupils themselves) who require additional support for learning.

Improving communication

- Parents are routinely involved in reviewing provision for their child through existing procedures, and the child is also involved wherever possible. All pupils receive two formal written reports per session, with opportunity to respond in writing to each set of reports. There are also two sets of Parent/Teacher Interviews per session, and the School is proactive in issuing interview times to all parents to see all relevant staff.
- Information is available on the School's Website, which is being re-designed in the period August-October 2009, will permit the use of text enhancement and text reading software in the home or the use of support services at other locations.



- The School wishes to move towards all communication between the School and parents being by electronic means.
- Large print format materials containing key School information are available on request.

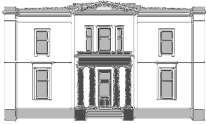
It is the our policy that if any pupil or parent has difficulty in accessing information normally provided in writing by the School – e.g. handouts, newsletters, homework etc – then we will be happy to consider alternative forms of provision.

Consulting pupils

- Pupils in both the Junior and Senior Schools have opportunity to participate in their respective Councils and all pupils, regardless of any disability, have an equal right to be elected to represent their Year Group or class in this way.
- All pupils in the Senior School have regular interviews with their Tutor on a one-to-one basis, providing further opportunity for all to express opinions
- A number of academic departments have a number of ways in which the opinion of pupils is sought in relation to courses and their own progress.

Provision of School Information in Alternative Formats

The School acknowledges its duty to provide pupils with a disability access to information in alternative formats and is proactive in this area. For example, pupils who have difficulty in copying from whiteboards etc are provided with typed notes and staff ensure that homework is copied accurately. Further information in this regard can be found in the Support for Learning Departmental Policy Handbook.



Appendix 1: School Self-Evaluation Audit Data



Table 1 An Overview: Improving Access to the Curriculum

How good is our school at making the curriculum accessible to current and prospective pupils with a disability?

Key questions	School provision	QI	Evaluation
How well does the school promote equality of opportunity that ensures that all pupils including those with a disability can participate in and gain full benefit from the learning experience? What is the level and range of courses offered?	Structure of the curriculum	1.1	4.25
	Climate and relationships	5.1	3.66
	Expectations and promoting achievements	5.2	4.19
	Equality and fairness	5.3	4.29
How good are the learning, teaching and achievement of pupils with a disability?	The teaching process	3.2	4.37
	Pupils' learning experiences	3.3	3.80
	Meeting pupils' needs	3.4	4.10
How well are barriers to learning identified and addressed?	Personal and social development	4.2	4.18
	Learning Support	4.5	4.41
How well is provision led and managed and its impact evaluated?	Self-evaluation	7.2	3.95
	Leadership	7.4	4.44



Table 2 An Overview: Improving Access to the Physical Environment

How good is the environment for learning for current and prospective pupils with a disability?

Key questions	School provision	QI	Evaluation
How well does the school promote equality of opportunity that ensures that all pupils including those with a disability can participate in and gain full benefit from the learning experience?	Climate and relationships	5.1	3.66
	Equality and fairness	5.3	4.19
How well are barriers to learning identified and addressed?	Pupils' learning experiences	3.3	3.80
	Meeting pupils' needs	3.4	4.10
	Personal and social development	4.2	4.18
	Learning Support	4.5	4.41
How well is the physical environment managed to support the learning of all pupils	Accommodation and facilities	6.1	2.78
How well is provision led and managed and its impact evaluated?	Self-evaluation	7.2	3.95
	Leadership	7.4	4.44



Table 3 Gaining an Overview: Improving communication and delivery of school information for pupils with a disability

How good is the school at identifying and meeting the individual communication needs for all its pupils?

Key questions	School provision	QI	Evaluation
How well does the school promote equality of opportunity that ensures that all pupils including those with a disability can participate in and gain full benefit from the learning experience?	Climate and relationships	5.1	3.66
	Equality and fairness	5.3	4.29
How good are the learning, teaching and achievement of pupils with a disability?	Pupils' learning experiences	3.3	3.80
	Meeting pupils' needs	3.4	4.10
How good is the school at supporting pupils and meeting their individual emotional, social and physical needs?	Pastoral care	4.1	4.44
How well does the school communicate with and involve all stakeholders?	Partnership with parents, governors, managers and the community	5.4	4.14
How well is provision led and managed and its impact evaluated?	Self-evaluation	7.2	3.95
	Leadership	7.4	4.44



How good is the school at ensuring that current and prospective pupils with a disability can participate fully in its life and work?

<p>Structure of the curriculum QI 1.1</p> <ul style="list-style-type: none"> • Breadth and balance • Integration, permeation • Timetabling and arrangements for pupil choice
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Questions to be asked	Best Practice	Strengths	Areas for improvement
Do pupils with a disability or additional support needs have full access to a broad, balanced and progressive curriculum?	<ul style="list-style-type: none"> • The curriculum is adapted to suit the individual needs of pupils who experience difficulties • All pupils, including those with additional support needs, have access to appropriate support at key transition points • Any departure from the ordinary arrangements for the curriculum are agreed with pupils and parents 	<p>√</p> <p>√</p> <p>√</p>	



How good is the school at structuring teaching approaches to match the learning needs of pupils with a disability?

<p>The teaching process QI 3.2</p> <ul style="list-style-type: none"> • Range and appropriateness of teaching approaches • Teacher-pupil interaction • Clarity and purposefulness of questioning
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Questions to be asked	Best Practice	Strengths	Areas for improvement
<p>Do arrangements for, and approaches to teaching ensure that all pupils in the class are assisted to learn?</p> <p>Are tasks and learning activities effectively matched to the needs of pupils, including pupils with a disability and those from different linguistic/cultural background?</p> <p>To what extent does the school involve other professionals in addressing barriers to learning?</p>	<ul style="list-style-type: none"> • The school has clear guidance on supporting pupils with additional support needs • The school has a learning support policy which is shared with staff and parents • The school has clear procedures for supporting pupils with emotional and behavioural difficulties • Teaching is targeted to pupils' strengths, and takes account of the full range of abilities, aptitudes and different cultural/linguistic backgrounds • Teachers make clear and effective use of a range of questioning techniques • The school has access to a range of specialists (for example, health and therapy personnel, educational psychologists), and where appropriate can enlist their help to address barriers to learning for pupils with a disability. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	



How good is the school at ensuring that pupils with a disability gain full benefit from the learning experience?

<p>Pupils' learning experiences QI 3.3</p> <ul style="list-style-type: none"> • Extent to which the learning environment stimulates and motivates pupils • Pace of learning • Personal responsibility for learning, independent thinking and active involvement in learning • Interaction with others
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Questions to be asked	Best Practice	Strengths	Areas for improvement
<p>Is the school environment stimulating, challenging and conducive to learning?</p> <p>Are pupils with a disability fully engaged in the whole learning experience?</p>	<ul style="list-style-type: none"> • Classrooms and learning areas in the school provide stimulating, safe learning environments for all pupils. • All pupils are encouraged to be active, independent learners and to seek help if they need it • Pupils, including pupils with a disability are well motivated and success is recognised and acknowledged • Pupils are encouraged to progress at their own pace and take responsibility for their own learning • Pupils with a disability are included and involved in all aspects of school life 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√ [Environment is safe but improvement in fabric required]</p> <p>[pupils are strongly encouraged to progress at their own pace but some need to take greater responsibility for their own learning]</p>



How good are the learning teaching and achievement of pupils with a disability?

<p>Meeting pupils' needs QI 3.4</p> <ul style="list-style-type: none"> • Choice of tasks, activities and resources • Provision for pupils with differing abilities and aptitudes • Identification of learning needs

Questions to be asked	Best Practice	Strengths	Areas for improvement
<p>How well are the educational needs of pupils with a disability and additional support needs identified, assessed, recorded and shared?</p>	<ul style="list-style-type: none"> • The school has a written policy on assessment of pupils who are experiencing difficulties in learning. • The policy provides staff with clear guidance on the steps to take and who to inform if they suspect a pupil may require additional support. • The results of assessments are recorded, analysed and shared with relevant staff, parents, and where appropriate with pupils • The school has effective and efficient procedures for identifying pupils needs and reviews of progress for pupils who need additional support 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	



How well does the school ensure the care, welfare and protection of pupils with a disability?

<p>Pastoral care QI 4.1</p> <ul style="list-style-type: none"> • Arrangements for ensuring the care, welfare and protection of pupils • Provision for meeting the emotional, physical and social needs of individual pupils
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Questions to be asked	Best Practice	Strengths	Areas for improvement
<p>To what extent does the school promote pupils' welfare, safety and protection?</p> <p>How well does the school address the emotional, physical and social needs of all its pupils including pupils with a disability?</p>	<ul style="list-style-type: none"> • The school effectively implements policies and procedures to support and protect all pupils • Issues such as bullying, racial or disability discrimination are effectively handled • Pupils' concerns or complaints are dealt with promptly and effectively • Staff are sensitive and alert to pupils' needs, including those pupils with a disability or who are vulnerable • The school values all pupils equally and promotes a climate of openness, respect and trust • The school works in partnership with parents and ensures relevant information about pupils with a disability is shared with staff 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	



How well does the school promote the personal and social development of pupils with a disability?

<p>Personal and social development Q1 4.2</p> <ul style="list-style-type: none"> • Planned approaches to promoting personal and social development • Pupils' progress in developing positive attitudes and personal and social skills • Contribution of extra-curricular and other activities

Questions to be asked	Best Practice	Strengths	Areas for improvement
<p>How well does the school provide for the personal and social development of pupils with a disability?</p> <p>To what extent does the school take account of the individual needs of pupils with a disability?</p>	<ul style="list-style-type: none"> • There are planned opportunities for all pupils to focus on equality and anti-discrimination issues • The school provides appropriate support, personalised programmes, and assistance to enable pupils with a disability to be included in formal and informal curricular activities 	<p>√ [via PSD classes & Assemblies]</p> <p>√</p>	



How effective is the school at providing appropriate support for learning for pupils who require it?

<p>Learning Support QI 4.5</p> <ul style="list-style-type: none"> • Programmes to support pupils' learning • Pupils' progress and attainment • Implementation of the roles of learning support
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Questions to be asked	Best Practice	Strengths	Areas for improvement
How good is the school at supporting pupils with a disability who need additional support for learning?	<ul style="list-style-type: none"> • Programmes of work for pupils with a disability or additional support needs are well designed and suitably differentiated to take account of individual needs • Key staff regularly monitor and review the progress of pupils with individualised educational programmes • The school makes effective use of the resources it has to support pupils with a disability and those who need additional support for learning • Learning support staff provide high quality provision that effectively fulfils the roles of learning support including: <ul style="list-style-type: none"> ➤ Well planned co-operative teaching ➤ Individual/tutorial support ➤ Well-informed advice to colleagues ➤ Liaison with external specialists and services ➤ Advice to senior managers and class teachers about the curriculum 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	



How good is the school at ensuring that pupils with a disability participate fully in its life and work?

<p>Climate and relationships QI 5.1</p> <ul style="list-style-type: none"> • Sense of identity and pride in the school • Reception and atmosphere • Pupil and staff morale • Pupil/staff relationships • Pupils' behaviour and discipline

Questions to be asked	Best Practice	Strengths	Areas for improvement
To what extent does the school ensure that pupils with a disability are fully involved in the school community?	<ul style="list-style-type: none"> • The school has effective systems for communicating and consulting with all pupils including pupils with a disability so that they are included in and can influence decisions about school matters • There is a positive atmosphere throughout the school and parents of pupils with a disability are always made welcome • Parents of pupils with a disability are encouraged to express their views or concerns and participate fully in decisions affecting the education and welfare of their child or young person. 	<p>√</p> <p>√</p> <p>√</p>	[School councils exist in both Junior & Senior Schools]



How good is the school at ensuring that current and prospective pupils with a disability can participate fully in its life and work?

<p>Equality and fairness QI 5.3</p> <ul style="list-style-type: none"> • Sense of equality and fairness • Ensuring equality and fairness

Questions to be asked	Best Practice	Strengths	Areas for improvement
<p>To what extent does the school promote a sense of fairness and equal opportunity throughout that welcomes diversity and embraces difference?</p>	<ul style="list-style-type: none"> • There is a whole school approach to promoting equality of opportunity. All pupils are assisted to feel confident in recognising and addressing discrimination. • The school values all pupils equally • The school consults effectively with parents, carers, and all its staff and pupils on all school matters. 	<p>√</p> <p>√</p> <p>√</p>	



How well does the school communicate with parents of pupils with a disability?

<p>Partnership with parents, governors, managers and the community QI 5.4</p> <ul style="list-style-type: none"> • Encouragement to parents to be involved in their child’s learning and the life of the school • Procedures for communicating with parents • Information given to parents about the work of the school • Links between the school and governors/managers • The school’s links with the community

Questions to be asked	Best Practice	Strengths	Areas for improvement
<p>Does the school support and encourage parents of pupils with a disability to be partners in their children’s education?</p> <p>To what extent does the school communicate with parents, governors/managers, and the local community about aspects of its work?</p>	<ul style="list-style-type: none"> • The school has clear procedures for working in partnership with parents that are shared with parents and staff • The school involves parents of pupils with a disability in their children’s learning through effective communication • The school’s commitment to providing for pupils with a disability is made clear in its statement of purpose and other communications • There is effective two way communication between the school and parents, governors/managers and the local community 	<p>√</p> <p>√</p> <p>√</p>	



How good is the environment for learning for pupils with a disability?

<p>Accommodation and facilities QI 6.1</p> <ul style="list-style-type: none"> • Sufficiency, range and appropriateness • Arrangements to ensure health and safety
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Questions to be asked	Best Practice	Strengths	Areas for improvement
<p>How well is the physical environment of the school organised to meet the needs of current pupils with a disability?</p> <p>To what extent does the school make use of ICT to meet the needs of pupils with a disability?</p>	<ul style="list-style-type: none"> • The school has systems for identifying physical barriers for current and prospective pupils with a disability which it implements effectively • There are short, medium and long term targets to improve access to the physical environment for pupils with a disability • Policies and procedures for health and safety are effectively implemented • Learning environments are well managed and where necessary, adjustments are made to suit the needs of pupils with a disability; • The school makes very good use of specialist resources to support pupils with a disability, including the use of ICT to support learning 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	



How good is the school at monitoring and evaluating the impact of planning to develop and improve access for current and prospective pupils with a disability?

Self-evaluation QI 7.2

- Processes of self evaluation
- Monitoring and evaluation by promoted staff
- Reporting on standards and quality

Questions to be asked	Best Practice	Strengths	Areas for improvement
<p>How good are the school's approaches to monitoring and evaluating the quality of provision for pupils with a disability?</p> <p>How good is the school at monitoring and evaluating the effectiveness of planning to improve access for current and prospective pupils with a disability?</p>	<ul style="list-style-type: none"> • Senior managers monitor the teaching process for pupils with a disability • Senior managers ensure that systematic quality assurance procedures to monitor and evaluate school provision are applied when evaluating provision for and achievements of pupils with a disability • Planning to improve access for pupils with a disability is part of general school improvement planning that is routinely monitored and evaluated • The success criteria set to measure the success of previous targets to improve accessibility have been met or exceeded 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	



How well is provision for pupils with a disability led and managed and its impact evaluated?

<p>Leadership QI 7.4</p> <ul style="list-style-type: none"> • Leadership qualities • Professional competence and commitment • Relationships with people and development of teamwork

Questions to be asked	Best Practice	Strengths	Areas for improvement
<p>How well does the school plan and manage and seek to improve its capacity to provide high quality education for pupils with a disability?</p>	<ul style="list-style-type: none"> • Senior managers delegate responsibilities effectively and monitor outcomes for all pupils • Senior managers provide clear, strategic direction which takes into account the views of all stakeholders, for example, by providing clear remits for staff who have a role in meeting the needs of pupils with a disability • The Principal has a clear view of the school's capacity to meet the needs of all its pupils and has links with outside agencies to consult in circumstances where the additional support needs of pupils with a disability are not fully met 	<p>√</p> <p>√</p> <p>√ [yes, through the School's SfL provision]</p>	



Appendix 2: Accessibility Audit Report Access Audit Checklist



Question	Yes	No
Has the school set up a Strategy Group involving a range of staff and chaired by the Head teacher, school or unit Co-ordinator, or a member of the Senior Management Team?		√
Does this group meet at least once per term?		√
Has the school appointed a number of staff to an Accessibility Sub Group?		√
Has an Audit been completed?	√	
Has the Audit been reviewed / updated within the last twelve months?	√	
Did the Audit produce an Action List with individual projects detailed, budgeted, prioritised and allocated to an individual?	√	
Have the Governors made available adequate resources for these projects to be completed?	√	
Have these projects been completed within the specified timetable?		
Has the Strategy Group reviewed these projects and reported to the Board of Governors?		
Have users been consulted over the effectiveness of the changes that have been introduced?		
Have all staff been trained on Accessibility issues?		√
Has the strategy been challenged by any third party?		√
Where structural changes have not been effected have alternative managed solutions been introduced?	√	
Are these options generally advertised and understood by the users of the facilities?	√	



Accessibility Audit Report:
 ACCESS AUDIT CHECKLIST
'A' Approach and car parking

Sheet: **01**
 Page No.

Date:...../...../..... Location.....

No	Question	Y	N	Comments	Strategy
1.	Is the building within convenient walking distance of:	√			
	a) a public highway?	√			
	b) public transport?	√		Buses on A77. 2Km from Railway station	
	c) car parking?	√		Yes, but insufficient for all staff	
2.	Is the route clearly marked/found?	√			
3.	Is the route full of kerbs		√	Flat surface from pavement	
4.	Is the surface smooth and slip resistant?	√		Tarmac	
5.	Is the route wide enough?	√		Playground	
6.	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	√			
7.	Is it adequately lit?	√			
8.	Is it identified by visual, audible and tactile information?		√	New signs for main entrance	
9.	Is there car parking with people with reduced mobility?	√			
10.	Is it clearly marked out, signed, easily found and kept free from misuse?			See above	
11.	Is it as near the entrance as possible?			see above	
12.	Is it suitably surfaced?			see above	
13.	Is the route to the building kept free of snow, ice and fallen leaves?	√		Facilities Supervisor undertakes this	
14.	Is the route level (i.e. No gradient steeper than 1:20 and no steps)? see checklist B, sheet 2	√		Ramped access to new building, ground floor main building and outbuildings	



Accessibility Audit Report:
ACCESS AUDIT CHECKLIST

Sheet: **02**
Page No.

'B' Routes and external level change. Including ramps and steps

Date:...../...../..... Location:.....

No.	Item	Y	N	Comments	Strategy
1.	Is there a ramp, with level surface at top/intermediate/bottom? (delete)	√		At entrance to Junior School & new building	
2.	Is it wide enough and suitability graded?	√			
3.	Is the surface slip resistant?	√			
4.	Are there kerbs and are there edges protected to prevent accidents?	√			
5.	Are there handrails to one or both sides? (delete)	√			
6.	If a permanent ramp (or regarded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?		√		
7.	Are there steps?	√			
8.	Identified by visual/tactile information?		√		To be installed
9.	Are there handrails to one or both sides? (delete)	√			
10.	Are ramps and steps adequately lit?	√			
11.	Are treads and risers consistent in depth and height?	√			
12.	Are all nosing marked and readily identifiable?	√			
13.	Are landing of adequate size and are they provided at intermediate levels in long flight? (delete)		√	No intermediate landings. Listed building	
14.	If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9	√		Lift in New Building	



Accessibility Audit Report:
ACCESS AUDIT CHECKLIST

Sheet: **03**
Page No.

'C' Entrances, including reception

Date:...../...../..... Location:.....

No.	Question	Y	N	Comments	Strategy
1.	Is the door clearly distinguished from the facade?		√	Door surrounds to be painted contrasting colour	
2.	If glass is it visible when closed?			n/a	
3.	Does the clear door opening when opened permit passage of a wheelchair or double buggy?	√		Yes	
4.	Does it have a level or flush threshold.	√			
5.	Is there visibility through the door from both sides at standing and seated levels?		√		New doors or alterations to existing doors to be made
6.	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	√			
7.	Can the door furniture be used at seated height?		√		New doors will have appropriate furniture
8.	Can it be easily grasped and operated?		√		See above
9.	If the door has a closer mechanism does it have: delayed closure action? Slow-action closer? Minimal closure pressure?	√			New doors
10.	If the door is power-operated does it have visual and tactile information?			n/a	
11.	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?		√		New doors will have appropriate fittings
12.	If there is a lobby, do the inner and outer	√			

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	doors meet the same criteria?			
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Accessibility Audit Report:
 ACCESS AUDIT CHECKLIST

Sheet: **04**
 Page No.

'C' Entrances, including reception (continued)

Date:...../...../..... Location:.....

No.	Question	Y	N	Comments	Strategy
13.	Do lobby layouts enable all users to clear one door before going through the next?	√			
14.	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		√	Not at present	To be installed in new entrance
15.	Does the lighting installation take account of the needs of visually disabled people?		√		
16.	Are the floor surfaces: slip-resistant, even when wet? so hard that they cause acoustic confusion? firm for wheelchair manoeuvre	√ √	√		
17.	Do junctions between floor surfaces present tripping hazard or cause visual confusion?		√		
18.	Is any reception point suitable for approach and use from both side by people in standing and seated positions		√	Reviewed	New reception to be suitable for seated persons
19.	Is it fitted with an induction loop?		√	Under review	
20.	If public telephone is available (say at reception, is it, and its instructions): (a) at a height suitable for all users? (b) equipped with inductive coupling?		√ √		To be removed – hardly used now since most people have mobile phones
21.	For those progressing to other parts of the building is information providing by signs, supported by tactile information such as a map or model?		√	Not at present	



Accessibility Audit Report:
ACCESS AUDIT CHECKLIST

Sheet: **05**
Page No.

'D' Horizontal movement and assembly

Date:...../...../.....Location:.....

No.	Question	Y	N	Comments	Strategy
1.	Is any corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?		√	Most are	
2.	Is any corridor, etc, free from obstruction wheelchair users and hazards to people with impaired vision?		√	Bags left in corridors	Provide suitable storage fro bags
3.	Do any lobbies allow users, (inc, w.ch users) to clear on e door before approaching the next with minimal manoeuvre?	√			
4.	Is turning space available for w.ch. users?	√			
5.	Do natural and artificial lighting avoid glare and silhouetting?	√			
6.	Are there visual clues for orientation?		√	Not at present	Review situation
7.	Do floor surfaces: (a) allow ease of movement for wheelchair users? (b) avoid light reflection and sound reverberation?	√	√		
8.	Do textured surfaces convey useful information for people with impaired vision??		√		
9.	Are direction and information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper case, and large enough type to be read by those with impaired vision?		√	Not from sitting position at present	
10.	Are there tactile signs and information for those with impaired vision?		√		
11.	Is the maintenance of these items checked regularly?	√			



Accessibility Audit Report:
ACCESS AUDIT CHECKLIST

Sheet: **06**
Page No.

'D' Horizontal movement and assembly (continued)

Date:...../...../..... Location:.....

No.	Question	Y	N	Comments	Strategy
12.	Is lighting designed to meet a wide range of needs?		√		
13.	Is sufficient circulation space allowed for wheelchair users?	√		In new building	
14.	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?		√	bags	See above comments about bags
15.	Are seating arrangements/spaces suitable for use by people with visual disabilities?		√		
16.	Are all areas for assembly/meeting equipped with an induction loop system?		√	Not at present	To be fitted in new hall
17.	If the use of an induction loop system is precluded is an infra-red system checked regularly?			n/a	
18.	Is the functioning and operation of the induction loop or infra-red system checked regularly?			n/a at present	
19.	Are telephones fitted with inductive loop couplers?		√		
20.	Is a minicom available for use by people with hearing disabilities		√		



Accessibility Audit Report:
ACCESS AUDIT CHECKLIST

Sheet: 07
Page No.

'E' Vertical movement and internal level change

Date:...../...../..... Location:.....

No.	Question	Y	N	Comments	Strategy
1.	Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture lighting? (delete)		√		
2.	Does any step/stairs/ramp have a handrail to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)		√		
3.	Is any level change clearly lit?		√	No special lighting provided	Review
4.	Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)	√			
5.	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	√			
6.	Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?			n/a	
7.	Does any ramp pitch exceed 1:12		√		
8.	If a permanent ramp cannot be provided (perhaps a Listed Building) can a moveable ramp be made available?			All buildings will have level access or a ramp	
9.	Are steps available as an alternative to any ramp or ramped surface?	√			
10.	Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift -see 11, 12 & 13)? (delete)		√		



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ACCESS AUDIT CHECKLIST

Sheet: **08**
Page No.

'E' Vertical movement and internal level change (continued)

Date:...../...../..... Location:.....

No.	Question	Y	N	Comments	Strategy
11.	<p>Platform Lift (delete)</p> <p>(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)</p> <p>(b) Is the platform adequate for wheelchair use and manoeuvre?</p> <p>(c) In the event of a power failure does the platform return to lower level?</p> <p>(d) Is the equipment maintained and its operation checked regularly?</p>	√			
12.	<p>Stairlift (delete)</p> <p>(a) Are the controls at all levels identifiable, and reachable from sitting and standing levels? (delete)</p> <p>(b) Is the platform adequate for wheelchair use and manoeuvre?</p> <p>(c) Is approach convenient and safe at all appropriate landings? (delete)</p> <p>(d) Does the stairlift have a 'Soft-start' action?</p> <p>(e) When not in use is the platform powered to fold away to avoid obstruction?</p> <p>(f) In the event of a power failure does the platform return to lower level?</p> <p>(g) Is the equipment maintained and its operation checked regularly?</p>			n/a	



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Accessibility Audit Report:
ACCESS AUDIT CHECKLIST

Sheet: 10
Page No.

'F' Doors

Date:...../...../..... Location:.....

No.	Question	Y	N	Comments	Strategy
1.	Do the doors serve a safety purpose?	√		Fire doors	
2.	Can they be readily distinguished?	√		signs	
3.	If glass, are they visible when shut?			n/a	
4.	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)		√	Some doors but not all	New doors/alterations to provide view for standing and sitting persons
5.	Does the clear opening width permit wheelchair access?	√			
6.	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	√			
7.	Is any door furniture/handle at a height for sitting use?		√		To be altered
8.	Are door/handles clearly distinguished?	√		New handles easier to see	
9.	Can the door furniture/handles be easily operated ?		√	Not all	
10.	If door closers are fitted do they provide the following: (a) security linkage? (b) delay-action closure? (c) slow-action closure? (d) minimum closure pressure?				
			√		
			√		
		√			
			√		
11.	Is door/mechanism function checked regularly?	√			



Accessibility Audit Report:
ACCESS AUDIT CHECKLIST

Sheet: 11
Page No.

'G' Lavatories

Date:...../...../..... Location:.....

No.	Question	Y	N	Comments	Strategy
1.	Is WC provision made for people with disabilities?	√			
2.	Do all lavatory areas have slip-resistant floors?	√			
3.	Are they easy to distinguish by colour contrast from walls?	√			
4.	Are all fittings readily distinguishable from their background?	√			
5.	Are all door fittings/locks easily gripped and operated?	√			
6.	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	√			
7.	Is provision made for wheelchair users ? If so:	√			
8.	Is wheelchair approach free of steps / narrow doors / obstructions , etc?	√			
9.	Is the location clearly signed?	√			
10.	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	√			
11.	Are the door fittings/locks and light switches easily reached and operated?	√			
12.	Is there an emergency call system and is someone designated to respond?	√		Alarm but no designated person	Loop alarm to office
13.	Can the emergency call system be operated from floor level?	√			
	<i>(continued)</i>				



Accessibility Audit Report:
ACCESS AUDIT CHECKLIST

Sheet: 12

Page No.

'G' Lavatories (continued)

Date:...../...../..... Location:.....

No.	Questions	Y	N	Comments	Strategy
14.	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal / lateral/angled / backward transfer, with or without assistance?	√			
15.	Are the fittings arranged to facilitate these manoeuvres?	√			
16.	Are handwashing and drying facilities within reach of someone seated on the WC?	√			
17.	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	√			
18.	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	√			
19.	Is the manoeuvring area free of obstruction, e.g. boxed-in pipework / radiators / cleaner's equipment / disposal bins / occasional storage , etc.,	√			
20.	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	√			



Accessibility Audit Report:
ACCESS AUDIT CHECKLIST
'H' Fixtures and fittings

Sheet: 13
Page No.

Date:...../...../..... Location:.....

No.	Question	Y	N	Comments	Strategy
1.	Is any servery / counter accessible to all users, including those with hearing impairments?	√			
2.	If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			n/a	
3.	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?	√			
4.	Is it possible for people with disabilities to serve as volunteers?	√		None at present but possible	
5.	Are all fittings readily distinguishable from their background?	√			
6.	Where there are display stands, bookstalls etc. are they visible / reachable / accessible by people with disabilities?			n/a	
7.	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	√			
8.	In any staff accommodation is it suitable for use by people with disabilities, including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?			n/a	
9.	Are all relevant locations clearly signed?		√	Review of signage	



Accessibility Audit Report:
ACCESS AUDIT CHECKLIST

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Page No.

'J' Information

Date:...../...../..... Location:.....

No.	Question	Y	N	Comments	Strategy
1.	Is the building equipped to provide hearing assistance?		√		
2.	Does lighting installation of the building take into account the needs of people with visual disabilities?		√		
3.	Is there a tactile plan or diagram of the building?		√		
4.	Are there large-print versions of information about the building / activities available?		√	Could be provided on request	Review
5.	Is there 'Braille' information available for people with visual disabilities?		√		
6.	Is there an 'audio' version of information about the building available?		√	Could be made available	Review
7.	Where there are staff available in the building at information & refreshment facilities, are they trained in communication with people with physical and sensory disabilities ?		√	Office staff could receive training	Discuss with relevant staff
8.	Where a payphone is provided does it have a hearing aid coupler?		√		
9.	Are all relevant locations clearly signed?		√		Review



Accessibility Audit Report:
ACCESS AUDIT CHECKLIST

Sheet: 15

Page No.

'K' Means of escape

Date:...../...../..... Location:.....

No.	Question	Y	N	Comments	Strategy
1.	Is there a visible as well as audible fire alarm system? (delete)	√			
2.	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?		√	Not on 1 st or 2 nd floor in main building	
3.	Is evacuation from upper and lower levels possible using an evacuation lift / platform lift with a protected power supply? (delete)		√		
4.	If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?		√		
5.	If refuges are available are they equipped with 'carry chairs'?		√	For consideration – purchase as and when required	
6.	Is there a 'management evacuation strategy' for staff, congregation and visitors, and are staff trained in evacuation procedures?	√			
7.	Is the evacuation strategy checked regularly for its effectiveness?	√		4 times annually	
8.	Are evacuation routes checked routinely and regularly for freedom from combustible materials / obstacles / locked doors? (delete)	√			
9.	Are all fire warning devices and detectors checked routinely and regularly?	√		Termly testing introduced	