

Access Plan 2017-20

Below is some information and context for each objective listed in our Equality and Diversity Policy.

i. Improvements in access to the curriculum	Continue to provide a curriculum that can be accessed by all students, regardless of ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age.
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Further improvements have been made to the delivery of the curriculum to ensure it is accessible for all pupils. Core subjects are delivering courses that pupils are able to access and achieve a qualification within. A host of relevant courses have been introduced to provide pupils with a wide, varied and enriched curriculum that will not only ensure that children gain accreditation, but also fulfil their needs to become more independent to cope in the wider world. PSHE is now a core subject and delivered in a highly specific manner so that the needs of the pupils are taken into account and the topics covered are relevant and accessible for all. In some curriculum areas pupils have been grouped according to their needs whilst others have been grouped on academic ability. Pupil and staff feedback has been positive in the changes to the curriculum as they feel there is a good balance between the delivery of academic and holistic programmes and the new enrichment provision on Friday afternoon has enjoyed wonderful feedback.

ii. Physical improvements to increase access to education and associated services	Ensure all facilities in school can be accessed by all. Each year the Governing body will consider and assess access needs and make suitable improvements to the building when practicable and where funds are available.
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The school continues to review and discuss with the Local Authority regarding access improvements across the school site. Further ramps were added to a path surrounding the Eco classroom earlier to create a smoother passage for wheelchair users. There are another two ramps round the corner.

The school has reviewed, updated and published its protocol for the evacuation for wheelchair users to ensure that staff are aware of suitable routes in an emergency.

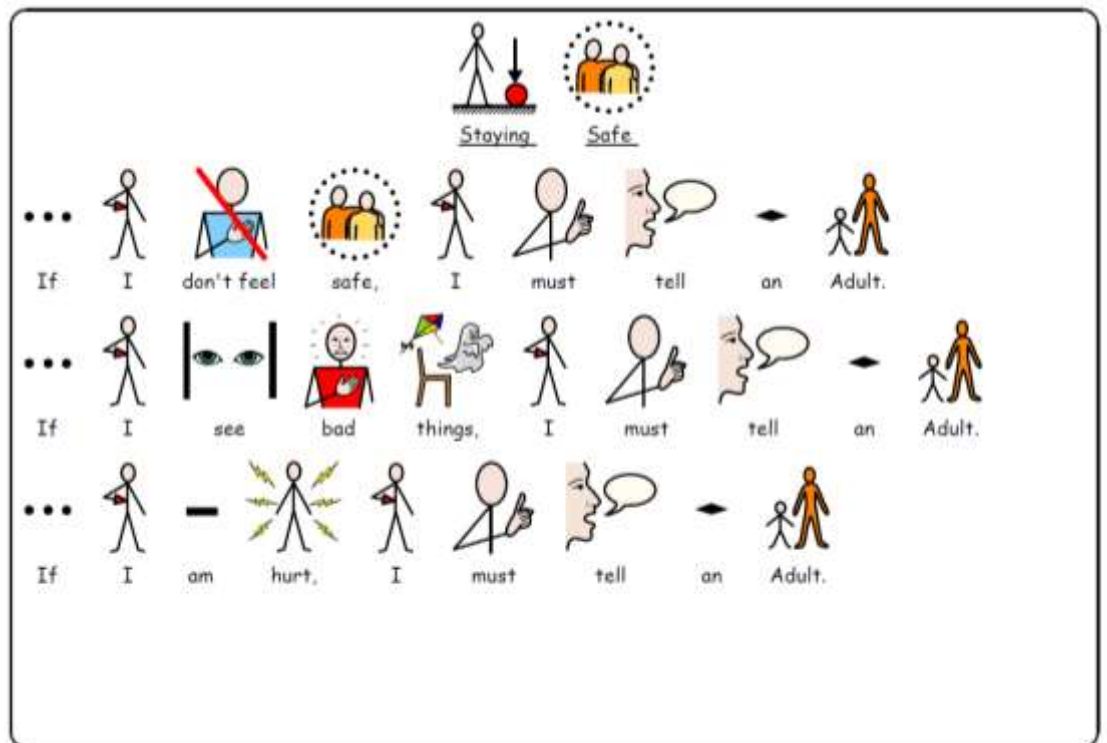


iii. Improvements in the provision of information in a range of formats for disabled pupils

Ensure that all material provided and produced meets the needs of all our students.

As a school we have worked hard to improve the provision of information for all of our students. Belmont is now a total communication school with all staff being trained to a basic level 1 in this area. We hold a regular Wednesday morning signing briefing to ensure we are up to date and current with the signs needed when teaching within our classrooms. Additionally to this we use a program called Communication in Print to support children in understanding written text through the use of symbols. This package is used to support communication, accessing learning opportunities such as worksheets and sharing important messages throughout the school via posters and rule charters to sign. Some of our primary staff have been trained in Picture Exchange Communication (PECs) to support spontaneous communication and the introduction of using language verbally. This training is cascaded down to all staff who work with children who need this communication tool. PECs symbols and communication books should be visible within the classroom. Belmont plan to increase the number of staff who are trained within this area. In addition to this material we have iPad widget clicker packages to support with communication and access to learning via technology for students who would benefit from this learning resource. Belmont are committed to improving total communication and have a whole school lead within this area who will be trained to a level 3 qualification alongside a member of staff who currently holds a level 3 and is a very confident and competent signer to support the staff development within this area.

An example of how we use symbols to help our students who have communication challenges understand important messages like reporting safeguarding concerns.



Community Cohesion Plan 2017-20

i. Teaching, learning and the curriculum	To continue to promote the theme of global awareness through curricular, enrichment and extra curricular activities.
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Throughout the school, and in all curriculum areas, pupils are made aware of global themes. This has been accomplished through the 5 International Days per year; languages incorporated into lessons; foods of the world in many D&T lessons; music and dance; assemblies and in many other subject areas such as Our World - Old and New and Religious Education. Within these units religious festivals, foods and diversity are discussed. Pupils gain an insight into many diverse cultures and places in the World.

ii. Equity between groups in school, where appropriate	To monitor performance of all groups of the school community and take appropriate steps to rectify any issues of underperformance.
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We have many examples of how we monitor performance of both staff and students. Due to our very large cohort of students from challenging backgrounds our monitoring of this group is a helpful example:

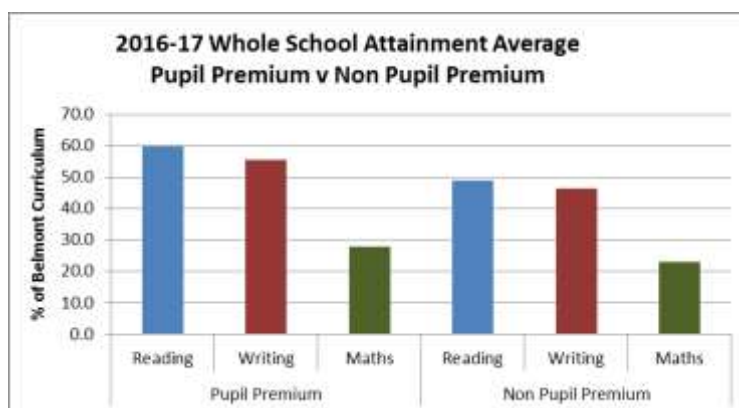
Pupil Premium 2016-17

Funding for this year was £69,155. School received funding of £1,320 for 17 primary Pupil Premium pupils, £935 for 49 secondary Pupil Premium pupils, £300 for 3 service children.

Number of pupils eligible for Pupil Premium is 69 (65%).

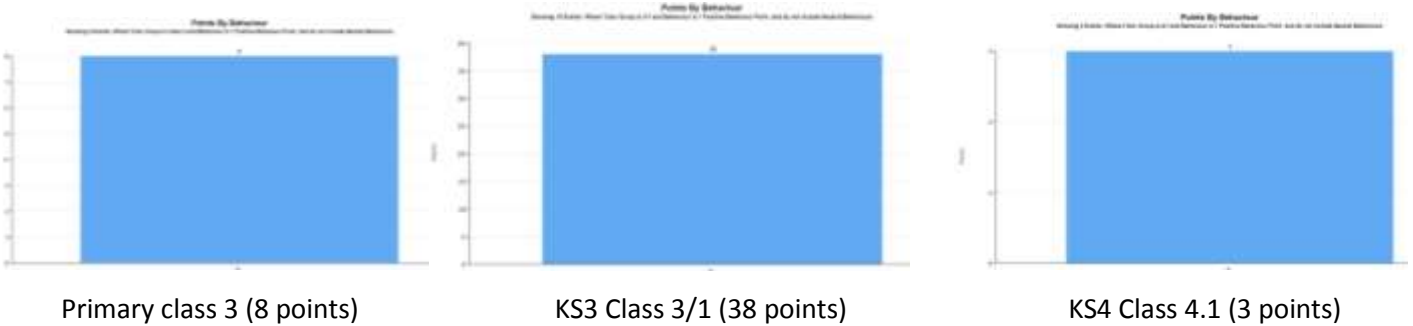
Further funding of £980 has been received for 1 child in care.

The graph highlights the attainment and progress of students in the academic year of 2016-2017



Another example of our monitoring is via Sleuth, we can now use this facility to monitor behaviour and rewards across the school and compare children, classes, year groups and Key Stages. The data and information from this report is analysed by our Key Stage Leaders who will ensure a consistent approach across the school for recognition and rewards.

The below example is only from the first full week of term, but highlights more praise points being issued to a year 7 class and could indicate that year 10 and primary teachers are not applying our positive approach so may need to be challenge or supported.



iii. Engagement with people from different backgrounds, inc. extended services	To continue to invite visitors/speakers from all faiths and cultural backgrounds into school to promote our global awareness and international theme.
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Throughout the school, and in all curriculum areas, pupils are made aware of global themes and awareness. This has been accomplished through lessons and the 5 International Days per year; languages incorporated into lessons; foods of the world in many D&T lessons; music and dance; assemblies and in many other subject areas such as Our World - Old and New and Religious Education. Below is a list of last year's themes:

Belmont international days 2017/18

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|-------------------------------------|----------------------------|
| Day 1 12 th October 2016 | Harvests around the world |
| Day 2 1 st December 2016 | Christmas around the world |
| Day 3 2 nd February 2017 | Games around the World |
| Day 4 2 nd March 2017 | World Book Day |
| Day 5 25 th April 2017 | Celebrating British Values |

Within these units religious festivals, foods and diversity are discussed. Pupils gain an insight into many diverse cultures and places in the World.

We continue to enrich the curriculum with trips visits and inviting external speakers into school, recent examples have included:

- Local clergyman holds services in school and at local church
- A local representative from the Jewish community
- A local representative from the Islamic community

Kevin Day
Headteacher
Sept 2017