



St Silas

Church of England Primary Academy

A member of **CDARI**

Our vision is to be a beacon of learning and love, empowering every child to discover their unique potential, flourish with confidence, and become a responsible, resilient member of the community. Inspired by our faith, we nurture curiosity and a lifelong love of learning, working together with God we ensure that every pupil has the best opportunities to achieve this.

BELONGING LOVE SERVICE THANKFULNESS

Accessibility Plan

Inclusion Manager:	Laura Smith
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Review Date:	May 2028

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At Silas CE Primary Academy all staff are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion

Schools are legally required to create an Accessibility Plan that outlines how they will:

- Boost participation: Increase how much disabled students can engage with the school's learning activities.
- Improve the environment: Make the school buildings and grounds more accessible so disabled students can fully benefit from all the school offers.
- Enhance information access: Ensure that information is provided in formats that are easily understandable for disabled students, just as it is for non-disabled students.

Building on previous duties since September 2002 under the Disability Discrimination Act (DDA), schools must also:

- Avoid less favorable treatment: Not treat disabled students unfairly because of their disability.
- Make reasonable adjustments: Take necessary steps to prevent disabled students from being significantly disadvantaged.
- Plan for increased access: Continuously work towards making education more accessible for disabled students.

This accessibility plan can be found on our school website.

The School's complaints procedure covers the Accessibility Plan and the plan will be monitored during meetings of the governing body.

1. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
2. Advice will be sought from any relevant agencies with regards to developing and implementing this plan effectively. The school will work in partnership with the local education authority and also with parents to ensure that individual needs of our children can be met effectively. This includes having meetings, where necessary to discuss any requirements which will feed into future reviews of this plan.
3. Review and Evaluation: Below is a set of actions showing how St Silas Primary Academy will address the priorities identified in the plan.

Admissions and Accessibility:

The Governors are dedicated to ensuring equal access for all children where reasonably possible. Admission of children with Special Educational Needs and Disabilities (SEND) is subject to the following to ensure appropriate support:

1. Parents/carers fully share information about their child's disability to allow for effective planning and resource allocation.
2. Adherence to the school's SEND policies and procedures, such as those for assessing educational needs.
3. The availability of suitable physical facilities and appropriate curriculum provision within the school.
4. Agreement on the year groups or educational stages for which admission is offered.
5. Acknowledgement that some off-site educational activities may not be accessible.

These conditions also apply if a child develops a disability while attending the school.

The school is built on three floors which are all accessible via the use of the lift. Access through the main entrance is wheelchair accessible. The Early Years Foundation Stage and Key Stage one classrooms are accessed via the lower ground floor and the entrance is flat and accessible by wheelchair. The top floor is accessible via the lift.

All staff toilets are designed for wheelchair users and there is a first aid room with shower facilities on the lower level. The modern build increases accessibility for all.

Evacuation in case of emergency:

The school has an evacuation policy and at times, it may be appropriate for certain children to have individual evacuation policies dependent on their needs. Children evacuate the building and congregate on the church driveway on Preston New Road due to the nature of the school building and the outside areas being close to the school building.

Curriculum Access:

We strive to ensure that pupils with disabilities have the best possible access to a broad and balanced curriculum, comparable to their peers. We have a successful track record of supporting students with a range of disabilities, including hearing and sight impairments, physical disabilities, and a range of learning difficulties. We tailor curriculum access for each child based on their unique needs, following our SEND Policy and assessment guidelines. This is a key consideration during admissions, school transitions, and if a disability develops.

We often consult with national and local agencies and provide support through a graduated response. This might involve specialist teachers, health professionals (like clinical psychologists or speech and language therapists), educational psychology services, and technological aids. We also adapt teaching materials as needed.

Our school's ICT network is accessible throughout the building, which is especially helpful for students with mobility or visual impairments. We carefully consider individual needs when creating the school timetable and can adjust furniture, seating, and classroom environments to improve access and learning.

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The Inclusion Manager and teachers work together to determine if a student needs assessment support for both internal and external assessments (like national tests), guided by our Teaching and Learning policy. We also have an ongoing staff training to help our team meet the diverse needs of our learners, with specific training on disabilities like hearing and sight impairment and specific learning difficulties provided as required.

Links to other policies:

To gain a comprehensive understanding, the Accessibility Plan should be considered in relation to these interconnected policies, strategies, and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs and Disability/Inclusion policy
- Behaviour Management
- School Improvement Plan

Aims and objectives:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aim

Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Time Frame
To improve the provision of technology and equipment for pupils with SEND	Ongoing training as a Google school Full staff training on Clicker 8 to support all lessons Using technology to support the education of our visually impaired children	Inclusion Manager Support from SEND Support Service VI Team	Ongoing
To improve the progress and participation for pupils with sensory and or physical difficulties	Training for key staff in using Sensory Circuits Training for staff in using Attention Autism to develop participation, attention and listening. Developing our sensory room as a space where children can regulate, relax and play.	Inclusion Manager	Ongoing
To train key staff in handling and moving children safely as well as deescalating where possible	Key staff to be Team Teach trained regularly so that they can safely intervene when a child becomes dysregulated.	Inclusion Manager	Ongoing
To ensure children can take part in extra curricular activities regardless of disability	Support to be given and adaptations made where possible so that all children can access enriching activities.	Inclusion Manager	Ongoing
To ensure that we continually monitor the availability of all written materials thus making sure we can provide material in different formats to make it accessible for all	Adaptations to be made so that information is available for all e.g. formatting, larger fonts, translation etc.		

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