



Loving God and each other

We work together to be the best that we can be

## ACCESSIBILITY POLICY

Review date: January 2023

Inclusion Manager: Laura Smith      Date: 20.1.20

Head Teacher: Michele Battersby      Date: 20.1.20

Nominated Governor: Julia Anderson      Date: 20.1.20

1. 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.

2. Paragraph 3 of schedule 10 to the Equality Act 2010 states that the schools must prepare an Accessibility Plan which will

(a) increase the extent to which disabled pupils can participate in the school's curriculum,

(b) improve the physical environment of the school for the purpose 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

(c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

3. There are three key duties towards disabled pupils, under Part 4 of the DDA: not to treat disabled pupils less favourably for a reason related to their disability; to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; to plan to increase access to education for disabled pupils

4. The Accessibility Plan should be read in conjunction with the following 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
- School Brochure and Mission Statement

5. 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 through the Building and the Premises Committees of the Governors.

6. 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.

7. 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.

8. **Review and Evaluation:** Below is a set of action plans showing how St Silas Primary Academy will address the priorities identified in the plan. The plan is valid for three years 2020-2023.

9. St Silas CE Primary Academy is a modern, spacious and purpose built building and is equipped with a lift to all floors making all areas fully accessible. The Accessibility Plan will contain relevant actions to:
- Improve access to the **physical environment** of the school, adding specialist facilities should these be necessary in the future. This covers improvements to the physical environment of the school and physical aids to access education should any needs arise.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This is done through our challenging curriculum and well as carefully targeted support for individuals. All children are able to access learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. Our school is able to coordinate provision for children who require specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. This is done through the use of ICT and use of staff who are able to translate information for those with English as an Additional Language.

## **Aims and objectives**

Our aims are to:

- 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 aims:

<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<i>Person responsible</i>	<i>Date of completion</i>	<i>Success criteria</i>
To improve provision for pupils with SEND.	External audit to be undertaken	SENCo	Sept 2022	Audit Action plan Training and support/ CPD for staff

<p>To improve the provision of ICT equipment for pupils with SEND</p>	<p>Ongoing training as a Google school</p> <p>Educational Apps on Ipad</p> <p>Clicker 6 to support English lessons</p>	<p>SENCo TLAs</p>	<p>April 2020</p>	<p>Evidence of ICT equipment being used in lessons more effectively.</p>
<p>To improve the progress and participation for pupils with sensory and or physical difficulties</p>	<p>All SSAs trained in developing fine and gross motor skills. Motor skills groups run in EYFS and Year 1 and interventions run through to Year 4.</p> <p>Provision to be made in class for children with sensory difficulties by making quiet working spaces available and use break out areas</p>	<p>SENCo  SENCo  Classroom staff</p>	<p>Annually in Sept Ongoing</p> <p>Annually reviewed termly. Sept 2020</p>	<p>Year Group Provision Maps and observations</p> <p>Motor skills assessments</p>

<p>To improve the progress and participation / for pupils with cognition and learning difficulties.</p>	<p>Staff training in Quality First Teaching for all children.</p> <p>Kagan groups to support lower achievers.</p> <p>Support from outside agencies</p>	<p>Ongoing training for all staff.</p>	<p>Ongoing</p>	<p>All staff attending INSET. Evidence in lessons.</p> <p>Request form submissions and support offered</p>
<p>To improve pupil voice for children with SEND at school</p>	<p>SEND pupils to be encouraged to be value ambassadors and to be given other responsibilities around school</p> <p>SEND pupils to report positive thoughts and feels during regular pupil conferencing.</p>	<p>Value leaders to ensure this happens</p>	<p>Ongoing</p>	<p>SEND pupils as ambassadors</p>

