

# Silverdale School

## Accessibility Plan

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**Chorus** Education Trust

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## Accessibility Plan

Our Accessibility Plan is outlined below.

It is endorsed by the Local Governing Body (LGB), who accept full responsibility for these issues, and require all employees to help in complying with our legal and moral duties. The LGB accept the delegated overall responsibility for all operational matters within the organisation.

This Policy applies to Silverdale School.

**Signed:** .....

**Date:** December 2018

**Jon Mordecai, Chair of the Local Governing Body**

## 1. Introduction

- 1.1 This plan outlines the proposals of the Local Governing Body (LGB) of Silverdale School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.
- 1.1.1 Increasing the extent to which pupils with disabilities can participate in the school curriculum;
  - 1.1.2 Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
  - 1.1.3 Improving information delivery to pupils with disabilities.
- 1.2 The Trust and LGB also recognises their responsibilities towards employees with disabilities and will:
- 1.2.1 Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
  - 1.2.2 Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;
  - 1.2.3 Undertake reasonable adjustments to enable staff to access the workplace.
- 1.3 The plan will be resourced, implemented, reviewed and revised in consultation with the:
- 1.3.1 Parents of pupils
  - 1.3.2 Employees
  - 1.3.3 Governors
  - 1.3.4 External partners

## 2. Definition of Disability

- 2.1 Disability is defined by the Equality Act 2010:
- “You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.”*
- 2.2 What does ‘substantial’ and ‘long-term’ mean:
- 2.2.1 ‘substantial’ is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed;
  - 2.2.2 ‘long-term’ means 12 months or more, eg a breathing condition that develops as a result of a lung infection.

### 3. Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

### 4. Principles

- 4.1 Compliance with the Equality Act 2010 is consistent with the Trust's aims and equal opportunities policy, and the operation of the school's SEN policy.
- 4.2 The Trust and school recognise their duty under the Equality Act 2010:
  - 4.2.1 are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Trust and school;
  - 4.2.2 not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
  - 4.2.3 not to treat disabled pupils less favourably;
  - 4.2.4 to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
  - 4.2.5 to publish an Accessibility Plan for each school.
- 4.3 The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's rights to confidentiality.
- 4.4 The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

### 5. Activity

This section outlines the main activities which the Trust and school undertake, and are planning to undertake, to achieve the key objectives (above).

#### 5.1 Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

#### 5.2 Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site

and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

They also work closely with the school Facilities Management company to ensure that the aims of this policy are met, maintained and where possible improved.

### **5.3 Provision of information**

The school will make itself aware of services providing information in alternative formats when required or requested.

## **6. Action Plan**

Under the headings within the Activity Section above the school will assess to what extent they already have in place and identify improvements. These are outlined in the attached Action Plan.

## **7. Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.:

- 7.1 School Improvement Plan.
- 7.2 Staff development plan.
- 7.3 SEND Information Report .
- 7.4 Equal Opportunities policy.
- 7.5 Curriculum policies.
- 7.6 Health and safety policy.

## Appendix 1: Access Plan

### A1.1 Improve participation in the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Reasonable adjustments to enable access for all	Consider the needs of all students in the school when planning lessons and adjust resources accordingly, such as text size, paper colour, writing equipment, classroom position etc. - With consideration for those children with general and specific learning difficulties Ensure all staff have access to the inclusion data of students for who they teach to ensure they can As required in response to student needs. MINT Classroom and the Inclusion Handbook to be regularly updated to provide information required.	Ongoing to adjust to changing and emerging needs of students.	All staff have a responsibility to act on information shared by inclusion team.  Inclusion team share student specific information including teaching and learning strategies timely.	All students access the curriculum with relevant information shared and accessed by teaching staff in a timely manner.
Ensure teaching and learning methods and environment support children with hearing impairment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Staff	Ongoing to adjust to changing and emerging needs of students.	All Staff – with support from HI unit	Participation and progress confirmed by observations and assessment.

Targets	Strategies	Timescale	Responsibility	Success Criteria
	<p>engagement with deaf awareness training. Transmitters and radio aids to be available as required. Use of subtitles for video materials as appropriate. MINT Classroom and the Inclusion Handbook to be regularly updated to provide information required.</p>			
<p>Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.</p>	<p>Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps and lifts - supervised access to lifts. Early exit from classes. Direct access to server at lunch. MINT Classroom and the Inclusion Handbook to be regularly updated to provide information required.</p>	<p>TA support as required</p>	<p>All staff - Ongoing assessment and provision support by SEND team  All staff have a responsibility to act on information shared by inclusion team and pastoral team.  Inclusion team share student specific information including teaching and learning strategies timely.</p>	<p>Access to all activities wherever possible after risk assessment.</p>
<p>Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties (including mental health).</p>	<p>Clear behavioural expectations, consistent use of positive behaviour management strategies in accordance with the schools behaviour policy.</p>	<p>Ongoing to adjust to changing and emerging needs of students. Use of Personal Support Plans (PSPs) with set time scales and clear targets.</p>	<p>All staff have a responsibility to act on information shared by inclusion team and pastoral team.  Inclusion team share student specific information</p>	<p>Participation and progress confirmed by observations and assessment</p>



Targets	Strategies	Timescale	Responsibility	Success Criteria
	<p>Demonstration of patience and support. Create, provide and support personalised packages of support including referral to external agencies MINT Classroom and the Inclusion Handbook to be regularly updated to provide information required.</p>		<p>including teaching and learning strategies timely.</p>	
<p>Ensure teaching and learning methods, and the environment support children with ASD and ADHD</p>	<p>Information gathering and sharing at transition points by SEN team. Classroom strategies, ensuring the student is prepared for change (e.g.; timetable changes, exam or assessment dates given etc.), Using support strategies as advised (e.g. using clear, concise instructions, chunking ) MINT Classroom and the Inclusion Handbook to be regularly updated to provide information required. Face to face briefings as appropriate</p>	<p>Ongoing to adjust to changing and emerging needs of students.</p>	<p>All staff have a responsibility to act on information shared by inclusion team and pastoral team.  Inclusion team share student specific information including teaching and learning strategies timely.</p>	<p>Participation and progress confirmed by observations and assessment</p>

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies	Individual Health Care Plan to be followed if available. Accessibility of medication. Awareness of staff when planning DT, PE, Science activities. Information available to all staff via SIMS, MINT and Inclusion Handbook. Face to face briefings as appropriate.	Ongoing to adjust to changing and emerging needs of students.	All staff, supported by Key stage and Inclusion teams and medical care room.  All staff have a responsibility to act on information shared.  Parental responsibility to share information and pupil responsibility to be aware of and manage their own condition/s where appropriate.	Participation and progress confirmed by observations and assessment
To improve literacy and numeracy levels of students achieving below age expectations or with an identified barrier to learning (eg Dyslexia)	Identify students who require additional support through observation, referral and assessment. Provide appropriate interventions and packages of support including information sharing and strategies to staff through MINT and Inclusion handbook.	Ongoing to adjust to changing and emerging needs of students.	All staff, supported by Key stage and Inclusion teams  All staff have a responsibility to act on information shared.  Inclusion team share student specific information including teaching and learning strategies timely.	Participation and progress confirmed by observations and assessment
Ensure all students can access public examinations and statutory assessments	Approved access arrangements in place for all students who have been identified as requiring and are eligible for support,	Throughout and prior to examination period – adhering to deadlines set by JCQ and school access	Exam team, Key stage and Inclusion (including SEND)	Participation and approved access arrangements in place for all exams and statutory assessments

Targets	Strategies	Timescale	Responsibility	Success Criteria
	<p>including, readers, separate rooming etc. Facilitating and invigilating examinations outside of the school (within exam board guidance) in exceptional circumstances.</p>	<p>arrangements as stipulated in relevant school policy.</p>	<p>All staff have a responsibility to act on information shared.</p> <p>Inclusion team share student specific information.</p> <p>Exams team to share access arrangements and timescales with all staff annually.</p>	

## A1.2 Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
Full access to all school trips and off site experiences for all students irrespective of physical disabilities	Assess provision of accessible transport and ensure trips are planned with consideration for physical capabilities of intended students – reasonable adjustments made. Where possible tailor off site experiences to accommodate physically impaired students and where not alternative, similar, experiences provided for physically impaired students.	Ongoing	All staff – in particular those organising trips/off site visits and EVC	All students irrespective of physical capabilities have opportunity to participate in off site activities.
Emergency evacuation routes are suitable for all – temporary accommodation speed bump	Adapt speed bump over service cables for temp accommodation to enable wheelchair users to pass over it. Vinci facilities to investigate and provide solution.	Easter 2018	MFU and Vinci facilities	Wheelchair users can cross over speed bump without problem and can evacuate to same area as all other building occupants.
Classroom and office layouts – accommodating all physical needs (students, staff and visitors)	Ensure that all furniture in a classroom is organised in such a way as to not restrict a student's access to	Ongoing – assessment made on an event by event basis	All staff – event's organisers.  Classrooms - Vinci Facilities staff and all teachers to	Classrooms and offices are welcoming spaces and where possible are

Targets	Strategies	Timescale	Responsibility	Success Criteria
	<p>particular equipment or observe activities. Ensure those with physical disabilities are considered when planning activities or events. Ensure screen at front of room is visible for all students and particularly with physical disabilities. Assessment of size and furniture layout in offices (key stage) to enable all to access. Adaptations made as per required to allow all to attend meetings and events irrespective of physical capabilities – suitable rooms selected.</p>		<p>regularly check furniture layouts. Key stage staff – offices  Meeting rooms – all staff.</p>	<p>accessible for all even those with physical issues. Events can be attended by all even if they have physical disabilities.</p>
<p>Hearing loops are functioning properly and fit for purpose</p>	<p>Review current provision. Liaise with HI unit to ensure all students are appropriately provided for to access lessons. Maintenance schedule in place for current provision.</p>	<p>As per standard service and maintenance schedule. Additional provision as required.</p>	<p>MFU and Vinci Facilities and HI unit.</p>	<p>Those students with hearing issues can access all lessons in the areas of the school they use.</p>

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure there are enough fire exits around school that are suitable for people with a disability	Regular checks of all walkways and exits. Staff are aware of requirements to keep emergency routes and exits clear of obstruction Immediate removal of obstruction upon discovery.	Ongoing – daily	All staff – facilities staff (caretakers and cleaners)	All disabled personnel and pupils have safe independent exits from school.

### A1.3 Improve Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website – To be compliant, up to date and displaying accurate.	Annual audit. All policies to be reviewed and ratified within given timescales and due dates.	Annual?	Communications Lead Head of School and Governors	Compliant website All policies to be current and relevant.
To improve and develop alternative formats and platforms for sharing information with school community.	Using a variety of formats for communication, including text, email, student-post and social media. Ensure all parents/carers are aware that the school can provide communication in large text, via telephone and face to face meetings if required and requested. Check that correspondence sent home is accessible in relation to reading ability language etc.	Ongoing	Communications Lead Head of School and Governors	All parents/carers are aware of alternatives available and how these can be accessed. Feedback from parents/carers references various platforms.
To provide information around support offered in school.	Website signposting support for specific needs. Pastoral and Inclusion team represented at parental evenings.	Ongoing	Communications Key stage leads Inclusion Team -SLT	Parents/carers aware of support offered in school and how to access it.