



Silsden  
Primary School

Young Minds, Free Spirit, Great Future

# Accessibility Plan

2019 - 2022

## Vision statement

At Silsden Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers 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.

From September 2002, the Disability Discrimination Act (1995) outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement for a school to have an Accessibility Plan that is resourced, implemented, reviewed and updated as necessary. Silsden Primary School plans, over time, to increase the accessibility of provision for all stakeholders and visitors to the school. This plan will contain the relevant actions needed to:

- Improve access to the **physical environment** of the school, adding additional facilities as necessary. This section covers improvements to the physical environment of the school and physical aids to access education.
  
- Increase access to the **curriculum** for all pupils, including those with a disability, expanding the curriculum as necessary to ensure that all pupils and those with a disability are as equally prepared for life as any other pupil. This covers teaching and learning and the wider curriculum of the school; such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  
- Improve the delivery of **written information and communication** to pupils, staff, parents/carers and visitors; including those with disabilities. Examples might include handouts, timetables, textbooks and information and the school and school events. The information when requested should be made available in various preferred formats within a reasonable time-frame.

Attached is a clear action plan relating to how we plan to address these key aspects of accessibility. These plans will be reviewed and updated on an annual basis (or before if needs dictate). A new Accessibility Plan will be drawn up every three years.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Health and Safety Policy;
- SEND Policy;
- Teaching and Learning Policy
- Behaviour Policy;
- School Improvement Plan;
- School Prospectus;
- Medical needs Policy
- Administration of Medicines Policy;

### **Definition Of Disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

### **Contextual Information**

Silsden Primary School is a split site school. The school site has been adapted as much as is reasonably acceptable to ensure that all stakeholders have access to the school grounds and buildings. There is no dedicated parking for disabled people or visitors. Parking is on the surrounding street. Further investment in the accessibility of the school site has been restricted due to a new school building being built which will be open in September 2021.

### **Current Range of Disabilities**

Silsden Primary School currently has children with a range of disabilities, including specific medical needs, physical disabilities and impairments and those with Autistic Spectrum Disorder. When children enter school with specific disabilities, the school works closely alongside all necessary professionals and agencies to provide support and guidance for both pupils and families.

## Part A – Improving the Physical Environment

Targets	Strategies	Responsibility	Milestones	Success Criteria	Impact
To ensure that the KS1 Reception area is accessible to all.	Install a ramp removing original steps.	SAB	May 2020	There will be improved access for pupils and visitors.	
Improve accessibility for pupils in EYFS and KS1	Installation of equipment to facilitate access for pupils with dwarfism.	JH	OCT 2019	Pupils with Dwarfism will be able to access all areas of the building with increased independence	
To be aware of the access needs of disabled pupils, staff, governors, visitors, parents and carers.	<p>Develop access plans for individual disabled pupils as part of the ILP or EHC process as required.</p> <p>Maintain an up to date awareness of the access needs of all staff, pupils and stakeholders in school.</p> <p>Review access needs of staff through the induction process.</p>		<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>ILPs/EHCPs in place for all disabled pupils and key staff are aware of pupil needs.</p> <p>All school stakeholders are confident that their needs are met at all times.</p> <p>Induction process identifies access arrangement needs.</p>	
To ensure that the new site is fully accessible to all stakeholders	Work with the local authority design team to ensure that they have a full understand of the current and potential accessibility needs of all stakeholders	SMT and BMCC	2020 – 2021 To fit in with design/ build team time frames	All stakeholders are able to fully access the new building site and facilities.	

## Part B - Increasing Pupil Participation in the School Curriculum

Targets	Strategies	Responsibility	Milestones	Success Criteria	Impact
To ensure teachers are confident in differentiating lesson to ensure all pupils are able to access the curriculum.	Continue to provide staff CPD sessions on ensuring curriculum differentiation for all pupils.  SENCO/Inclusion Leader to support individual staff with strategies to ensure all pupils access curriculum.	SMT	Ongoing  Ongoing	Feedback from M+E shows how lessons are effectively differentiated to meet need.  Feedback from M+E shows how lessons are effectively differentiated to meet need.	
LSA staff are adequately trained and qualified to support the needs of disabled learners.	School to audit the current level of qualification of the LSA staff  Exercise to cross match skills to pupils and facilitate access to training to plug any gaps.	Inclusion Leader	Audit completed Spring 2020  Training plan incorporated into the SIP 2020-2021	LSA to be confident in their abilities to provide effective support and guidance for pupils  SIP for 2020-2021 to show a timetable for training needs of LSA staff.	
To make sure all educational visits to be accessible to all pupils.	Review risk assessments to identify how visits are modified to cater for the needs of all pupils and needs.  Select venues and visits based on accessibility for pupils and needs.	SLT  Staff	Ongoing  Ongoing	All pupils in school are able to access educational visits.  All pupils in school are able to access educational visits.	

Pupils with SpLD eg. Dyslexia or dyslexic tendencies are to access the curriculum and make good progress	School to purchase computer hardware software to assist pupils with their writing	Inclusion Leader	Implemented by April 2020	Any children with these SpLD specified have access to this equipment to support their writing.  Progress of these children in writing is similar to that of their peers who do not display these SpLDs	
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### Part C - Improving the Delivery of Information – Communication Access

Targets	Strategies	Responsibility	Milestones	Success Criteria	Impact
To update the website to ensure information is clear and can be easily accessed.	Ensure website and documents via the website can be accessed by all, including the visually impaired.	SMT	April 2020	Updated website is in place that is accessible to all on all portable devices.	
To improve the delivery of written information in accessible formats.	Provide enlarged, clear print of written documents for those with a visual impairment.	School Office	Ongoing when requested	Communication is clear and accessible for all pupils and stakeholders in school.	