

Silver Tree Primary School and Nursery



Accessibility Plan

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| Date of Policy | September 2023 |
| Review Date | September 2024 |
| Chair of Governor's signature | |
| Head Teacher's signature | |

Statement of intent

This plan should be read in conjunction with the **Accessibility Plan** and outlines the proposals of the governing body of **Silver Tree Primary School and Nursery** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy. The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- The Local Authority

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

1. Physical

Process for Identifying Barriers:

To ensure the building remains accessible for all, the Head teacher will monitor all risk assessments, service use and as part of the school evaluation process, feed back to the Governing body any modifications that may need to be made to ensure the building can be accessed and used by all.

Current access provision:

- The building is on two levels with two sets of stairs.
- There is a fully serviced lift which ensures that all staff, children and visitors can move between floors.
- There is a staircase between the two playgrounds but staff, children, parents and visitors do not need to use these to access the building or grounds as alternative routes around school do not have any access issues.
- All doors and corridors are wide enough for a wheelchair to pass through.
- The path leading to the building from the main road is wide enough for a wheelchair to pass through comfortably.
- At the front of the building, near to the main entrance, we have disabled parking for one vehicle.
- The building has one accessible toilet.
- There are different height tables situated around the building to accommodate need within the school, which can be moved to any area.
- Within school there is a moveable oven/cooker that can be placed on tables to allow accessibility for all.
- There is flexibility and versatility in all classrooms to accommodate any pupils with physical needs.
- All tables and chairs can be moved.
- The school is served by a wireless system enabling internet access at any point in the building.
- The school have a number of portable devices such as iPads, laptops and Kindle Fires for pupils use.

| Target | Strategies | Time-scale | Responsibility | Outcome |
|---|--|-----------------------------|---|--|
| To develop playground and equipment to support all pupils. | Playground equipment available for all pupils | Ongoing throughout the Year | PE co-ordinator, Lunchtime Staff, Class teachers, Support Staff | Children happy and engaged in purposeful activity over lunchtimes Observations |
| To ensure PE lessons are appropriately differentiated to ensure the participation of the whole range of pupils. | To use a range of equipment and strategies are used to support every child as an individual. | Ongoing throughout the Year | Class teachers, support staff | Children make good progress and meet their targets in PE. |

2. Curriculum

Process for Identifying Barriers:

Teachers curriculum provision is moderated and monitored by SLT and subject coordinators to ensure the range of needs are accommodated and individual children's needs are identified.

Current Curriculum Provision:

- Within teacher's medium and short term planning, named pupils work on programmes aimed at improving their basic skills in literacy and maths, coordination, motor skills, speech and language, integration into group situation and socialisation skills. Delivery of all lessons is adapted to meet all learner's needs.
- All children are given equal access to a wide range of extra-curricular activities which are designed to meet the range of needs, visits, visitors and themed weeks which address specific subject learning opportunities such as: arts week and sports week.
- The school constantly engages in additional staff training to ensure members of staff are first aid trained at different levels such as Paediatric First Aid and First Aid in the Work Place. Staff are given the knowledge and skills so that they feel proficient, skilled and knowledgeable to meet the needs of all pupils with a disability or allergy.
- To ensure the curriculum is accessible for all, the school use visual timetables, wobble boards, pencil grips, fine and gross motor skill programs, movement breaks, speech and language programs and offers a number of therapy programs as a means of support for identified pupils.
- All staff receive Level 1 safeguarding training, the HT, DHT, SENCO and Pupil Welfare Officer have level 2 qualifications and the HT and Pupil welfare Officer have attended numerous additional safeguarding training sessions.
- All elements of Social, Moral, Spiritual and Cultural education including addressing British values and safeguarding concerns such as online safety are embedded across subjects and evident in class displays, books and the sharing of pupils work through display. All pupils identified with a learning need, in each class, have access to intervention programs as part of their daily teaching program.

| Target | Strategies | Time-Scale | Responsibility | Success Criteria |
|---|--|-----------------------------|-------------------------------|---|
| To ensure lessons are appropriately adapted to ensure the participation of the whole range of pupils. | Use a range of teaching methods and styles e.g. questioning techniques, partner/group work, peer tutoring, visual timetables | Ongoing throughout the Year | Class teachers, support staff | Children make good progress and meet their targets. |

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|---|--|---|-------------------------------|--|
| To organise classrooms to promote the participation and independence of all pupils. | Review and implement a preferred layout of furniture and equipment to support the learning of all students, with particular emphasis on disabled students | Ongoing throughout the Year | Class teachers, support staff | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils |
| To keep up-to-date on all safeguarding training | Audit training needs of all staff. During the induction of new staff to the school they are informed of the designated officers for the school and how to record incidents and who to report information to. | October 2023 | Office Manager SENCO HT | The pupils are kept safe at all times and staff are aware of the reporting procedures in place. |
| To finely review attainment of all SEN pupils. | SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents/carers | Termly 2023-2024 (See Action plan for more information) | SLT, SENCO and class teachers | Diminish differences - children working at or closer to ARE |

3. Awareness

Process for Identifying Barriers

All stakeholders have the opportunity to partake in an evaluation session at the end of an academic year to identify the schools strengths and areas for development. On a termly basis the HT reports to the Governing Body on the school provision, curriculum design and staffing professional development to ensure there is a culture of understanding relating to Equality.

Current forms for ensuring Awareness:

- Within the curriculum, time is set aside to address aspects of equality and explore pupils understanding and values through small group discussion, family groups (*COVID permitting*) sessions and activities and questions around aspects of learning.
- The school is participating in Educate and Celebrate programme to raise awareness of equality for all.

| Target | Strategies | Time-Scale | Responsibility | Success Criteria |
|---|---|--|----------------------------------|--|
| To address different aspects of disability through assembly themes and class discussions. | To hold regular assemblies (<i>COVID Permitting</i>) relating to wellbeing or areas of intolerance that are experienced in school. | Ongoing throughout the academic year 2023-2024 | DHT HT SLT | There is an ethos of caring and tolerance of others emanated around the school. |
| To promote positive attitudes towards disabled people. | Ensure books and posters are visible around school, which portray positive images of disabled people | Ongoing throughout the academic year 2023-2024 | Class teachers, support staff | Increased awareness of others. |
| To ensure all staff are confident and knowledgeable in delivering Educate and Celebrate lessons | All teaching staff to evaluate the Educate and Celebrate materials and how effective it is at changing mindsets. Staff to attend online training – ‘Educate to Celebrate Refresher’ | Ongoing throughout the academic year 2023-2024 | HT PSHCE Coordinator | The needs and feelings of each child in school and the wider community are valued and respected. |

4. Communication**Process for Identifying Barriers:**

The Governing Body and HT audit the methods in which to communicate with parents, carers, teachers and pupils to ensure all methods of communication and getting information distributed is effective.

Current Forms of communication used:

- The school presently uses a number of methods to communicate with stakeholders and keep people up-to-date with life in school and their children’s learning, such as termly parents evenings, fortnightly newsletters, notice boards outside the main school gate, personal invites, text messaging, emails, class and main school Facebook pages and the school website.
- Parents have daily and weekly access to their child’s reading diary diaries, to correspond with teachers on matters arising.
- Teachers are always available at the start and close of the school day at the exit gates when they see their pupils out of school.

| Target | Strategies | Time-Scale | Responsibility | Success Criteria |
|---|--|-------------|------------------------------|--|
| To use <i>Teachers2Parents</i> to send out update text messages and emails with links to the class Facebook pages and fortnightly Newsletters | Admin manager to collect all contact details from family members | Ongoing | Admin Assistants HT | High proportion of Parents will access Newsletter |
| For all teachers to be kept up-to-date as to the categories their pupils fall within, such as SEND [Special Educational Needs or Disability] PP [Pupil Premium] , CLA [Children Looked After], FSM [in receipt of Free School Meals] or EAL [English as an Additional Language] | To prepare class information sheets (Cohort Notes), which highlight the group or groups a child may fall within. | Half Termly | Admin Manager HT SENCO | All data analysed shows pupil progression and indicates the attainment levels and expectations nationally for specific pupil groups. |
| To make available any written material in alternative formats | All staff and parents aware of services available for requesting information in alternative formats and any adjustments that may be needed when they visit school. | Annually | HT, Office manager | Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats. |

