SILVERSTONE
CE PRIMARY

Accessibility Audit and Plan

Date audit review carried out 17.03.2026
Audit review carried out by James Bloomfield and Stephanie Awbery
Renewal date due (every 3 years) 1st April 2027

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1. Purpose of the Audit

This audit outlines the school's current position in identifying and meeting the requirements of the Equality Act 2010, with a focus on promoting accessibility for all our children, staff, and visitors through access to **accessible information, the physical environment (buildings, grounds) and curriculum participation.**

This document meets the requirements of schedule 10 of the *Equality Act 2010* and the Department for Education (DfE) Equality Act 2010: advice for schools

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the *Special Educational Needs and Disability (SEND) Code of Practice, 0 to 25 years (2015)* 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for children with disabilities under the *Equality Act 2010,* to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs (SEN) Information Report
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Conditions Policy.

This audit provides recommendations where current processes do not fully meet legislative requirements or best-practice standards. These recommendations may include physical adaptations to the site and revisions to policies and procedures.

All Schools are required to have an Accessibility Plan, which is made available on request, and should be updated every 3 years or sooner, where required.

This audit allows for reviewing progress against existing actions and identifying any new recommendations that emerge.

Evidence for this audit has been gathered from:

- The previous documented audit (September 2024)
- Fact-finding from a physical school visit (17.03.2026)
- A review of the information published on the school and Trust website
- Discussion with school staff
- Feedback from children, parents and visitors about how they need to be supported.

2. Limitations to the Audit

The information contained in this report has been developed using appropriate care and diligence, but no assurance is given regarding its accuracy. It is also expressly noted that the documents and information supplied for the audit have not been independently verified.

The content of this report is based on the information available and the access provided at the time of the audit. All recommendations and advice are informed by the evidence observed. While every effort has been made to accurately interpret current Acts, Regulations, and Approved Codes of Practice, only the Courts can provide authoritative interpretations. Implementing the recommendations in this report may help support compliance with the Equality Act 2010 and the Disability Discrimination Act (DDA), but does not guarantee compliance.

The school's capacity to address areas identified for improvement may be limited by various factors beyond the control or influence of the management and leadership team.

Existing buildings cannot be considered fully compliant with the Equality Act or DDA. Unlike new buildings, which must include features such as disabled access and accessible toilets, existing structures are expected to make "reasonable adjustments" to improve accessibility. Since the legislation does not prescribe specific measures, compliance cannot be used as a definitive measure of a building's accessibility.

It may not be feasible to inspect every occupied room during a school site visit. In larger schools, a representative selection of teaching spaces and staff or visitor work areas will be reviewed. Spaces not used for educational purposes, along with any rooms not accessed during the audit, are excluded from this report.

This report includes externally sourced images for best practice recommendations, which are provided for illustrative purposes only.

3. Contextual Information of the School

Silverstone is a charming Northamptonshire village (population ~2,176) located near Towcester, best known as the home of the British Grand Prix, situated immediately next to the renowned Silverstone Circuit. It features a primary school, a church, and the White Horse Inn, blending traditional rural life with close access to international motorsport and technology hubs like Silverstone Park.

Key Village Information

- **Location:** South Northamptonshire, approximately 4 miles from Towcester and 12 miles from Northampton and Milton Keynes.
- **Circuit Proximity:** The village is situated adjacent to the Silverstone Circuit, which was formerly a World War II RAF bomber base.
- **Amenities:** Features a village school, a post office/store, a public house (White Horse Inn), and a local church.
- **Key Services:** Silverstone Parish Council manages local affairs, including a community newsletter, "News & Views".

Public Transport

Public transport to Silverstone Village and the nearby circuit is primarily served by local bus routes and connections from major nearby train stations. While the village is rural, regular services run from Northampton, Milton Keynes, and Brackley.

- **Key Bus Routes:**
  - Several Stagecoach Midlands routes serve the village and the circuit:
    - Route 88 / X88: Runs between Northampton and Brackley via Silverstone. Services from the Northampton Bus Interchange generally depart hourly.
    - Route X91: Connects Silverstone to Milton Keynes Central.
    - Route 83: Provides a link between Milton Keynes and Silverstone UTC.
    - Route 82: Runs from Moulton and Northampton to Silverstone UTC.

- **Nearest Train Stations:**
  - There is no train station directly in the village. The closest options require a further bus or taxi journey:
    - Wolverton (10 miles away): The closest station "as the crow flies," with direct links to London Euston and Birmingham New Street.
    - Northampton (15 miles away): Often the most practical for onward bus connections.
    - Milton Keynes Central (17 miles away): A major hub with frequent high-speed services and dedicated event shuttles during race weekends.
    - Banbury (18 miles away): Convenient for those travelling from the west or via the Chiltern Main Line.

- **Air:**
  - There are no commercial airports directly in Silverstone village. The closest international options are London Luton and Birmingham Airport, both approximately an hour's drive away.
  - London Luton Airport
  - ~38 miles away. Best for budget European flights. It is a roughly 1-hour drive or a 2-hour multi-leg journey via train and bus.

Silverstone CE primary school is situated at the entrance to the village.

Address: Towcester Road, Silverstone, Towcester, NN12 8UB.

Location details: It is located within the main village residential area, south of the village centre.

Parking and Access: Access from the main entrance on Towcester Road. Parking is available onsite with limited spaces and along the wider section of Towcester Road directly outside the school. The accessible entrance is at the front of the school. The school has good sized outdoor spaces including a playground and field accessible directly from the rear of the school building. The school is built mainly on one level. Most areas of the school are accessible.

There are good pedestrian routes around the site.

Limited parking is available for staff and there are three disabled parking space available for anyone other than staff, at the front of the school building.

Pupils on roll	224	One year entry (Yr 4 44)
PAN	30	
All year groups full?	Yes	7
Pupils with Special educational needs	26	11.6%
Pupil Premium	25	11.1%
English as an additional Language (EAL)	4	1.7%

Our school vision, We 'Learn Together, Grow Together and Achieve Together', knowing that Jesus said:

"I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit."
John 15:5

We prioritise pupil happiness, welfare and all-round achievement. Every child matters at Silverstone Primary and we value children for all their individual strengths and qualities. We pride ourselves in having the highest expectations of what children can achieve academically, socially and spiritually.

3.1 Special Educational Needs Co-Ordinator (SENCo)

Suzanne Waller is the SENCo at the school, having been appointed in September 2025. Suzanne Waller works one day a week at Silverstone school and has no teaching commitment, and has a good understanding of the SEND needs within school to ensure this remains a high priority.

An Accessibility Audit of Silverstone CE Primary school took place on 17th March 2026, in order to update the plans for the school and determine a course of action necessary to support our pupils. This visit was also used to review any actions from the previous accessibility plan.

The audit was carried out in conjunction with the Headteacher (James Bloomfield) with additional information utilised from the school website and discussions with staff.

The Audit describes accepted best practice where appropriate and makes recommendations to improve the accessibility to information, the site and curriculum.

Actions since the previous Audit:

- Ensure that the school website includes all relevant school information and is easily accessible
- To ensure pupils receiving treatment for a serious medical condition have reasonable access to teaching and the curriculum when at home and have minimal risk of contracting infections
- Ensure that no child / member of staff is prevented from attending a trip, club or visit due to their disability

These targets were in place to reflect a pupil's level of support need at the time of writing.

The updated Accessibility Plan details recommended improvements to be made over time. Although updating the Accessibility plan is an on-going process, a further audit will be completed in one year (April 2027) to identify additional progress made and next steps to further promote accessibility.

4. Accessibility Plan

This plan summarises the development priorities in the three areas specified by the Equality Act: **accessible information, the physical environment (buildings, grounds) and curriculum participation.** Our school is committed to working with our families to make reasonable adjustments that enable every child to take part in all areas of school life and to eliminate barriers to learning.

The main priorities in our accessibility plan focus on:

- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled
- Improving the accessibility of the school's physical spaces to support disabled children and young people in engaging with their education and associated services

- Increasing the extent to which disabled children / young people can participate in the school curriculum.

Silverstone CE Primary School will monitor the implementation of the plan and will carry out on-going reviews of the access needs of the school.

Feedback from pupil, parents, visitors to our school, and external agencies will be sought as part of the review of this audit. Any feedback received will be considered, when devising the next accessibility plan for our school due in 2027.

Schools to populate this table in conjunction with the Head of Estates, after completing an accessibility audit.

	Focus / Objective	Action	People Involved / Responsible	Timeframe	Budget considerations	Outcome / Review Evaluation
Short Term	Staff development	All staff to complete Equality and Diversity Awareness training to support gaining a wider understanding. If needed the school can provide support to access the online training	SENCO / HT	July 2026	N/A	Knowledge and understanding for supporting disabled children has improved
	Access to information	• Keep an enlarged copy of the school safeguarding leaflet (and any other information which is routinely shared) to provide to visitors, if required • An accessibility tool to be added on the website		April 2026	N/A	Safeguarding information more accessible
	Pupil support	• Pupil voice is used to support sense of safety, and staff are aware of this			N/A	Pupil supports are strengthened
	Access	• External door thresholds to painted yellow • Ambulance access is kept clear of parked vehicles, with yellow floor markings to close off parking spaces that cover the access point (or cones in the short term)		Sep 2026 Sep 2026		Access points to the school are clear
	Signage				N/A	Signage is accessible to children and visitors
	Sense of belonging	links with community social groups and community initiatives to be created and developed	HT / SENCo	July 2026	N/A	Sense of belonging in school is strengthened

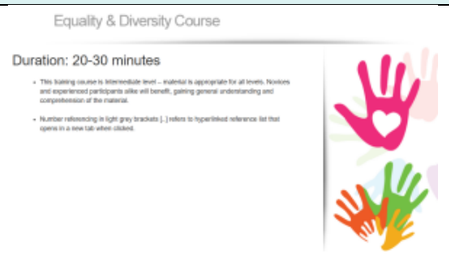
5. Audit Outcomes

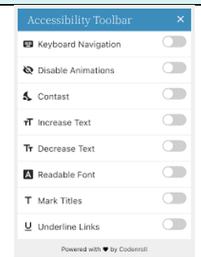
PDET Schools Audit Outcomes	Notes
Compliant	An effective approach that promotes accessibility for the vast majority of children, staff, and visitors.
Improvement recommended	The practice could be improved to better support accessibility for pupils, staff, and visitors.

6. Site Information

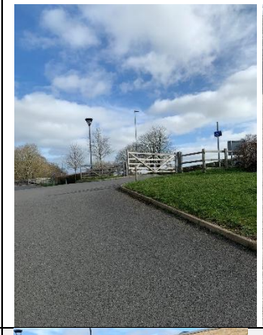
PDET Schools minimum Expectancy	Notes
All schools must have LED lighting throughout, including external access areas	Additional lighting will be installed by PDET if required
All changes in levels, steps, and ramps must be clearly marked at least once annually	If further visual enhancements are necessary, adjustments will be made, where reasonably practicable
All internal flooring must be secure and free from trip hazards. Damaged areas should be clearly marked and repaired promptly	

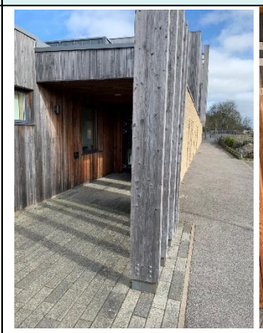
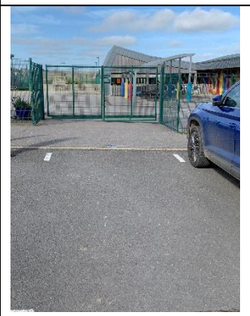
7. Accessible Information

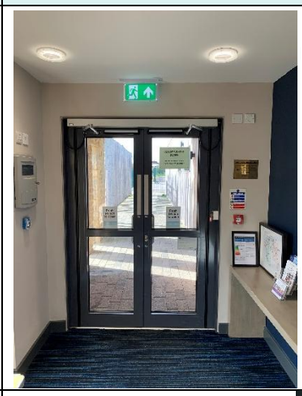
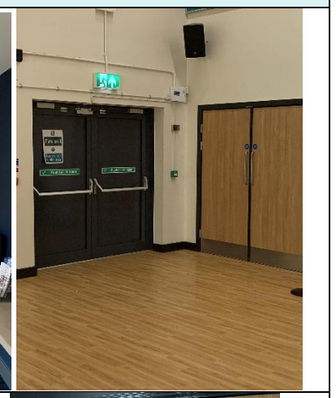
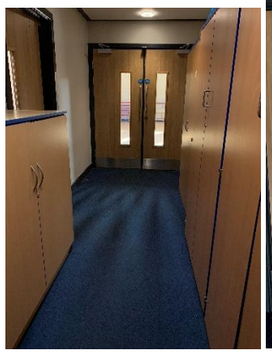
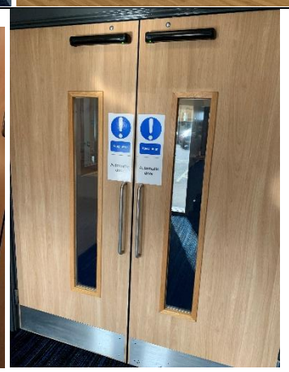
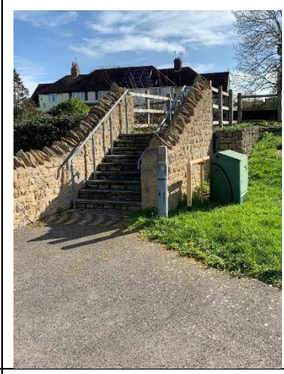
Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Staff training on equality and disability	• The majority of staff staff have a good understanding of how to support a child/visitor with their needs • Medical training is sourced for individual children, where needed, for example diabetes, Epipen training and 'trach' tubes which has been provided and updated for relevant staff. This is provided by NHS specialist Nurses. • SEND CPD is offered through ongoing meetings with staff and fortnightly TA SEND meetings (who all know our vulnerable children). Eg Mosaic Psychology-Autism in girls, Provision Map training, Ofsted framework and inclusion in practice, Pupil Passport quality assurance • Updates on SEND reviews and parent meetings are timetabled throughout the year to ensure they are consistently addressed	Improvement recommended	All staff to complete Equality and Diversity Awareness training to support gaining a wider understanding.	 Online training available https://sl.safesmart.co.uk/ SafeSmart- Smartlog Training Or https://nationalcollege.com/courses/certificate-in-equality-diversity-inclusion
Staff knowledge of support technology and supportive strategies for assistance	• Staff are trained to use specific technology for individual children, where needed. Eg A visualiser/IPAD, Radio Mic, which is readily available to all staff in the classroom • Most staff have good experience working with children with both vision and hearing impairments. The Sensory Impairment team visits school every term to support and to revisit training for identified children, with a care plan, when there is a pupil identifying with a need • Translators are used to support children to converse, where needed • Where needed, support strategies and good practice is shared and reinforced through whole staff training and resources are available for staff to access. Staff would contact the SENDCo for individual support, if this is needed.	Compliant	Where support is given- ensure this is updated on the pupils passports, to inform all staff of support needs	
Arrangements for providing adaptive materials and resources e.g. large print, digital	• This is provided as required, when pupil are identified as having support needs • There are currently no children with a visual impairment who are supported with adapted materials and resource • Advice and support are sought from the sensory impairment team, where needed, to ensure staff are suitably skilled. • Enlargements can be made using the Interactive whiteboard in classrooms and pupils IPAD tool. • Sign language is used a tool to support children, where needed-whole school learning around this is ongoing • The use of Pictorial representations is utilised, where appropriate, eg Toilet image for a child with EAL • Staff can provide enlargement of any school information / policy, if needed for visitors and use tools such as google translate to help parents or visitors with English as an additional language. Different coloured paper, electronic or paper copy are also available and offered	Improvement recommended	Keep an enlarged copy of the school safeguarding leaflet (and any other information which is routinely shared) to provide to visitors, if required.	

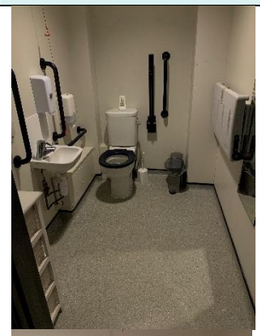
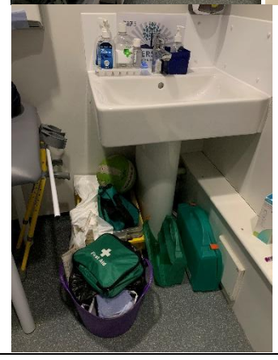
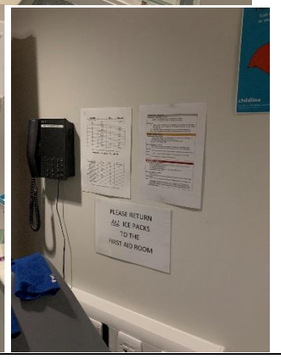
Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Website and social media platform communications	• The website is clearly organised and has headings to support content organisation. • Information, documents and policies can be found easily. • Policies relating to SEND access and the SEN information report are available. • The website colour schemes and contrast have been considered with care and forms have been designed for accessibility, with support options available.	Improvement recommended	Recommendation: An accessibility tool on the website (see good practice example).	
Complaints Procedure	• Current policy uploaded to the school website. Enlarged paper copies available on request.	Compliant		

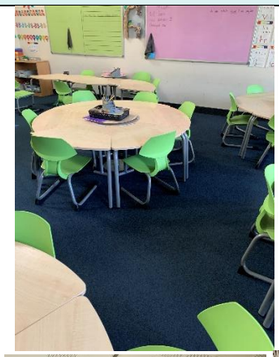
8. The Physical Environment (Buildings and Grounds)

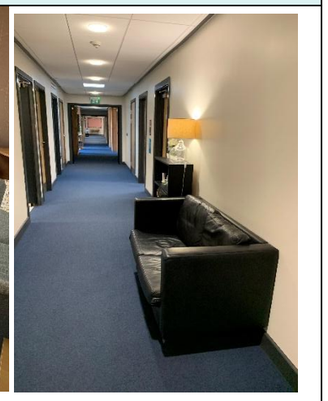
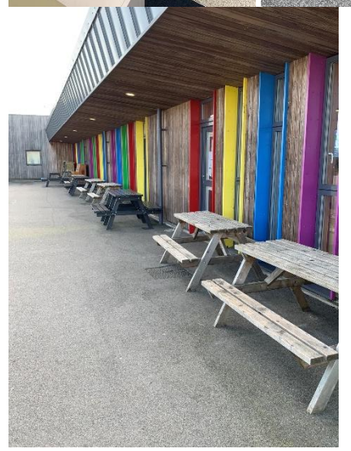
Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Access leading to site, including public transport routes	• Road markings are clear at the front entrance • This footpath to the school site is separate to the vehicle access • There is a public transport routes, namely a bus, directly into the village • The access to the car park is wide and clear.	Compliant		
Disabled parking facilities	• There are 3 disabled parking spaces on site for staff or visitors. • Drop off zone can be used in the morning in the car park, to drop off children to a member of staff, (or independently if KS2) • Early drop off club available for parents at short notice • Flexible drop and collection clubs available on site	Compliant		
Main Entrance	• Entry to the front of the school is adjacent to the car park • Inside the front entrance the reception area has an accessible desk for visitors to sign into school. • The front door has a colour contrast handle • The reception area has a hearing loop available	Compliant	The front door could have the door threshold is painted yellow	

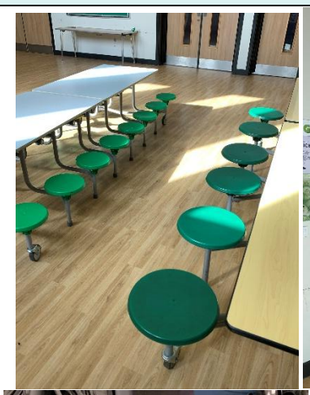
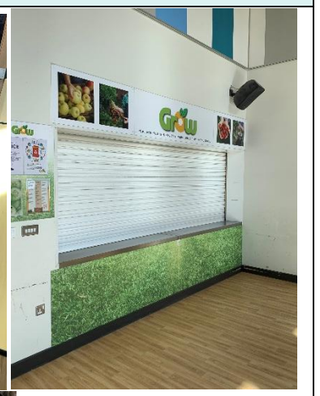
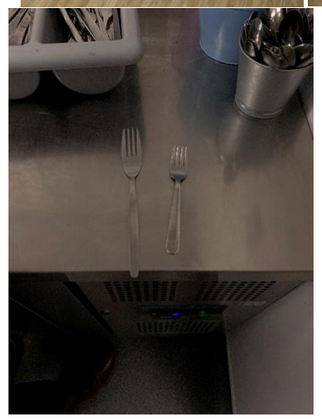
Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
				
Other access areas	• School has vehicle access for deliveries and or Ambulance access. This entrance is not used by pedestrians to access the site.	Requires improvement	 Keep entrance for Ambulance access clear of parked vehicles, with yellow floor markings to close off parking spaces that cover the access point	
School perimeter	• Entire school site is surrounded by high security fencing • Anti climb fencing has been installed throughout	Compliant		

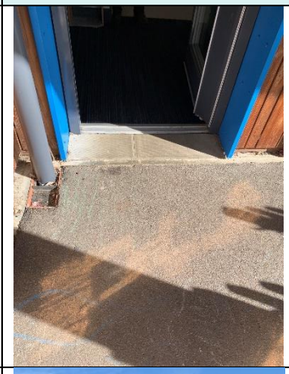
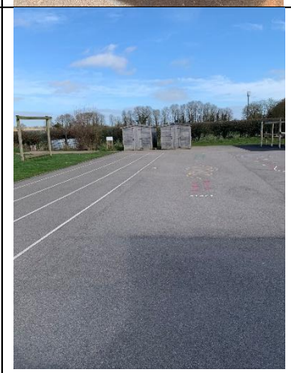
Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Signage	• Clear signage is used to show emergency evacuation points, and accessibility support. All signage has a light background and dark font and is height appropriate.	Compliant		 
General site areas	• All walkways and doorways are kept clear of obstruction, tidy, and have appropriate lighting. • Air conditioning is available in some areas of school, for pupils who may become too hot	Compliant		 
Ramps	• The site is all on one level and does not require any ramps to be installed	Compliant		
Steps / Stairs	• This site sits on one level. Only steps in school is access to the roof area which is only permitted by appropriately qualified persons • There are steps at the front of the building from the main road, although these have been closed off by the gate in situ, to ensure all persons access the site together on the footpath • Exits are available at the rear of all classrooms via a small lip on the threshold. • When appropriate, Fire Marshalls are named on identified pupil PEEPs.	Compliant	The thresholds could be painted yellow on the front edge so they are clearly visible	
Toilet facilities	• The main building has two identified accessible toilets. The toilet is uncluttered and ready for use • Accessible toilet is used by both staff and pupils, where one is designated for pupils • Accessible toilet has clear signage • ‘Red pull cord’ for emergency support call point available	Compliant		

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
				
Medical facilities	• There is a first aid room that also stores medical equipment. First Aid is administered near the classrooms or in the main school office area, and privacy and dignity are considered when supporting a child. • The area is ready for use, uncluttered and accessible. • There is a first aid couch and a showering facility located in this room for intimate care, should this be needed • There are 5 x landline phones situated at key points across the school, should emergency support be needed	Compliant		 

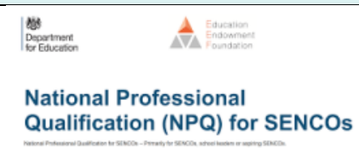
Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Teaching spaces	• All classrooms are regularly checked to ensure they are uncluttered, and easily accessible • Areas around the whiteboard / teaching space is uncluttered to avoid overstimulation and support focus • Opportunities to maximise the use of natural lighting and sound absorption are utilised- acoustic boards and window blinds are in place across the school, in classrooms and the school hall to support light disturbances and noise overwhelm • Teaching / learning opportunities are provided at an accessible height so all pupils can access. • 'Handpicker' is available for chair users to reach for item on floor	Compliant		
Social spaces	• There are identified areas within school to offer social spaces to support positive interactions and inclusion of all, both inside and outside of the building. • Buddy bench is used to support social interaction whilst playing outside • All areas are flat and accessible • Smaller areas are around the school to give pupils quieter areas to talk away from the main classrooms	Improvement recommended	Recommendation of links with community social groups and community initiatives to be created and developed (Opportunities for children to develop sense of belonging within the community to be further explored)	

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
				 

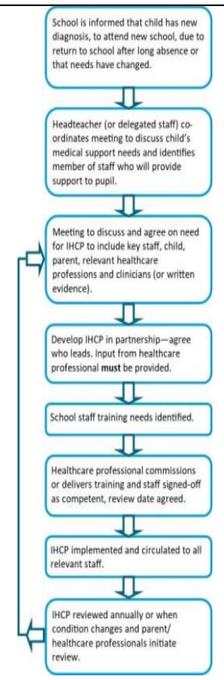
Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
Lunch area	• Pupils have cooked dinner and packed lunches and are seated in the hall, which you can enter from the main corridor. All classrooms are accessed directly into the hall area • The serving areas is at a height that can be accessed by a wheelchair user. • The dining tables have an option of heights and a chair user can access from the end of the table • The tables are appropriate to allow both wheelchair users and non-chair user to access. • The area around the hall during lunchtime is clear and uncluttered • Different size cutlery is available for identified children, and adapted cutlery is available, as needed. • Where adapted cutlery is needed, an angled or a firmer grip is given to allow all children to grip the handle securely, to support all children to be independent. The pupils are encouraged and supported to use these consistently by the lunch staff.	Compliant		  
Doors	• There are some double doors across school, at key points, which open widely to allow easy access. All door handles are at an accessible height, although the higher handles are in place for safeguarding purposes • All doors are clearly signed as fire doors, where appropriate • Transition areas between classroom and corridors around the site are kept clear and unobstructed to support pupils and visitors with any visual/physical impairment. • All door thresholds around school are flat and colour contrasting	Compliant		

Area	Information	Condition	Suggestions to Improve / Address Issue	Picture of Area
				
Emergency Evacuation, Rescue space and lockdown procedures. PEEP	• Identified staff have experience of supporting children with evacuation needs, where there is a plan in place. • Identified children have PEEPs to support safe evacuation and risk assessments x 2 children • These are formed as part of a co-production with children / parents / carers to ensure all children feel safe and supported. Advice taken from Sensory impairment team for recommendations for evacuation for identified pupils • Staff have annual training on emergency evacuation and the pupil's plans are reviewed each year and at induction and their roles within this and identifies appropriate Fire Marshalls for this role • Lockdown procedures are in place, and all children's support / access needs are taken into account when planning refuge • All children have had opportunities to practice their 'Fire drill' evacuation procedures and is this practised termly and at different times of the day.	Compliant		

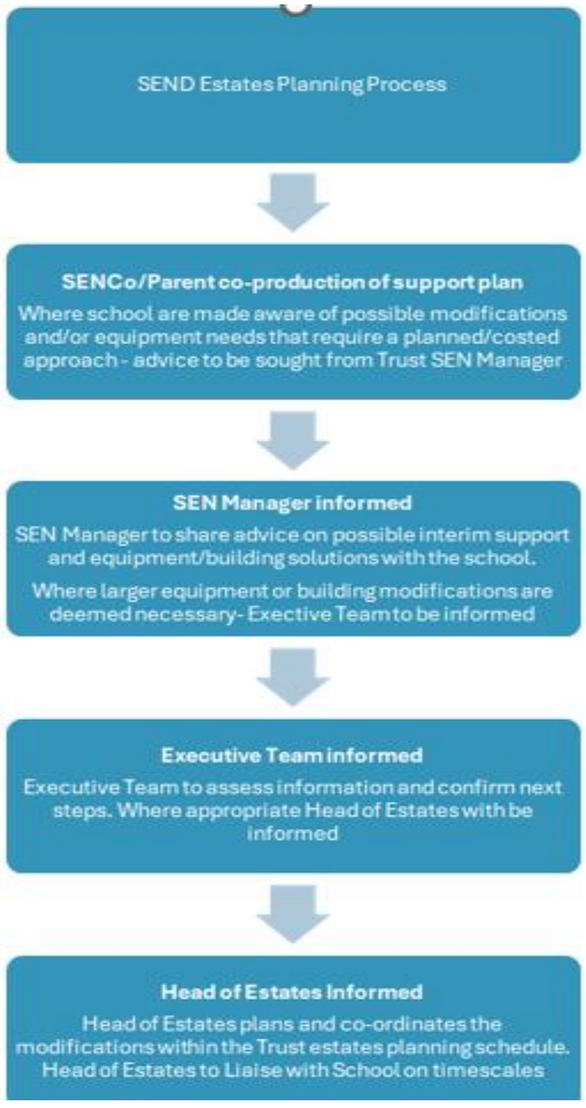
9. Curriculum Participation

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Suitable qualifications / experience of staff	• The SENCo is qualified with NASEN SEN qualification and has experience in both teaching and supporting children with additional needs • All staff receive annual updates on SEN support for relevant children in addition to on-going relevant CPD training for support staff depending on the needs of the children. • SEND support and child updates are a shared with staff on a needs basis to ensure all staff are suitably updated and informed.	Compliant		
School leadership and staffing deployment	• Our SEND provision forms part of the Academy improvement plan (AIP) and is regularly discussed to seek improvements. The SENCo is in school one day a week, and works well together with the Headteacher to inform regularly to inform direct decision-making and ensure timely processes around SEND and support for a child, to include staffing allocation and funding to support this. Where additional support is deemed necessary to support a child to progress the SENCo will consider the schools provision map and staffing allocation and possible funding streams that might be needed. A provision Map is in place to review the quality of the provision.	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Admissions and Transitions	• Peterborough Diocese Education Trust (PDET) are responsible for admissions for our school. All places are allocated in accordance with our Admissions Policy, which is available to view and download on the school's website. Children are supported with transition meetings prior to starting at the school where appropriate, to ensure a smooth, safe and supported journey into our school. Visits are encouraged to our school. The children commencing Early Years have a home visit with the EYFS Lead and class teaching assistant as part of the transition process. Meetings in June are booked with all families and a 'stay and play' session is also offered. Home visits are booked for September each year. Gradual introduction transition is arranged over 5 days to full time • Social stories are shared with all new parents of the school environment • Pupils with an EHC are given additional meetings to ensure the transition is smooth • Transitions are supported by our school staff having a good relationship with our feeder schools to be able to liaise with them early on in the child's journey, to the next stage of their education.(Pre-school in the village, with two nurseries in the surrounding towns that feed into our school to include 'Hedgehogs' and 'Rocking Horse', with Sponne Secondary school being nearby and Silverstone have a close relationship with them all) . • Close working relationships with feeder schools support a positive transition and ensure that the children's needs are supported in readiness for their arrival, which supports to alleviate any fears or worries about them moving on. • Our school also works with the parents from the Pre-school settings, so the relationships with the children and parents begins early, to gain a good understanding of future children's needs and how we can best support them. This helps with our future planning.	Compliant		
Safeguarding	• All children are safeguarded in accordance with our Safeguarding policies, which are available to view on our school's website. Pupil voice is also gained via pupils being represented on school council and Eco committee. All staff receive safeguarding training and national updates annually with additional termly updates throughout the year. • Local Safeguarding partnership 'Teabreak guides' are shared in the staffroom noticeboard for short periods to avoid complacency. • Any SG training would be revisited after an incident. • The school site is secured by a secure fencing. • Regular staff updates for re-caps on who the children are allowed to go home with. • Any member of staff can still use a green form for SG concerns if technology is a challenge, or visitors to the school, eg dance club providers • Visitors to the site can enter via the main entrance where they are expected to sign in and be given a safeguarding leaflet and an ID badge, clearly identifying them as a visitor. (Green lanyard is used to signify a person with a DBS and a red lanyard is used to signify a person with No DBS). • Visitors without a current DBS certificate will be accompanied by a member of staff throughout their visit. Unknown visitors are asked for DBS and ID to show individual identity.	Compliant	Regular feedback from the pupils on how they like to be supported differently could be used to inform school development, e.g. All children are encouraged to share their views of the support they receive and what keeps them safe in school, and if they can identify any 'Hotspot' areas where they may feel less safe	

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	• Where large groups enter school eg for a parent session, they would sign in at reception, and would be escorted by staff members throughout.			
Pupils with Medical and / or Health needs	• Children are supported with a transition plan on joining the school, where we are informed of any medical/health needs eg inhalers/Epiens are kept in the classrooms-The medical devices are kept in the classroom in the cupboard above the sink, so they are easily accessible if needed. • An additional box for medicine is kept in the front office for safe keeping. Where pain relief is used, all parents sign to give permission. If this has been given this is communicated to the parents so they are aware. • Where support is required, an Individual Health care Plan (IHP) is put into place. These plans are co-produced with parents/carers and medical professionals involved in the care of the child. The support needs of the child will be clearly identified in the plans. These plans will be reviewed on a regular basis and will be shared with the relevant support and teaching staff when they transition into their next class. External agencies are utilised to support our children to include a close working relationship with the NHS and OT. There is a wide range of services that work with the school when needed, to include; the sensory impairment team, disability team, Diabetes team, Allergy and Epilepsy team, Bowel incontinence team. The child's care plans are updated as per their expertise.	Compliant		
Pupils with Special Educational Needs and/ or Disabilities	• Children are supported with their individual needs, and are provided with tools and resources to support them. Adjustments in the classroom are made on a case-by-case basis to support them, often from conversations held with the child on how they like to be supported. Pupil passports are updated with these support needs. • When adjustments are made, these are reviewed regularly so we can be pro-active in adapting the support in a timely manner. • The pupils are supported to choose if they require additional resources to support them e.g. wobble cushions, Pen grip, coloured overlay, sloping boards, to be seated near a window or door, access to a higher chair or table • Dyslexia friendly boards are in all classrooms and the staffroom.	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
Pupils that are young carers	Silverstone CE primary are not currently aware of having any young carers in school. Where possible, Pupils would be supported through pre-agreed flexibility or different arrangements for our young carers when it comes to: • Deadlines for work/practical tasks • Punctuality and attendance expectations – for example, a pupil is supported by agreeing to start school 10 minutes late if they need to drop off a younger sibling, and make time for them to catch up on missed learning at other times in the school day • Phone use – for example, allow a pupil to call their parent/carer during lunchtime • Access to a breakfast in school and are actively asked if they would like • Behaviour expectations and sanctions – for example, allow a pupil to attend detentions/time out at lunchtime rather than after school • Allow the young carer to take a break from the classroom if they are feeling angry and/or upset • The young carer is supported through an identified (chosen by Child, (or someone they know really well in their class) trusted adult in school who understands their situation and who they know they can go and talk to at any time, especially if they're having a difficult time. The child is supported to have as much time as possible during the school day to: • Play and have fun • Socialise with other children their own age • Relax and be free of responsibility Consideration is also given to them having extra play time, running play interventions or giving them extra time to work on projects with their friends.	Compliant		
Educational visits co-ordination (EVC)	• All off site school visits are planned as part of the school annual planner. During the planning stage The Educational Visits co-ordinator (EVC), who is also the Headteacher ensure the visits are inclusive for all. Some visits may need to have some adaptions included, and where possible the visit will be designed so everyone can participate fully. • Where families can't afford the trip, the school can arrange payment instalments or make arrangements to fund this • Where trips costs are prohibitive, the school will make the decision to choose another trip that would be more inclusive. • Individual health care plans and risk assessments will be consulted in advance of each visit to ensure that all safety precautions are taken and considered. The Plumsun online platform is used for risk assessments. • EVCs are trained to risk assess the child as per their individual needs. Plumsun is used to record the assessments.	Compliant		
Supporting pupils to access the curriculum	• All areas of the curriculum should be available to children regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity is used for all children. • The school provides support to all children to enable them to successfully access the curriculum and show individual progression from their starting point. The curriculum provides opportunity to explore and discover the world around us and develop an understanding of how we	Compliant		

Audit Area	Audit Findings	Rating	Suggestions to Improve / Solve	Example of Good Practice
	are part of this world. The opportunity is provided by a variety of mediums to include practical, theory, creative application and through artistic expression • The school uses 'Quality first teaching' (QFT) to promote learning and improve outcomes for all, and use of modelling, scaffolding and adaptations with increasing precision to support our children. The use of Rosenshein principles and 'Think, Care Share'. • We work within the frame – 'If we get it right for SEND, we will get it right for all'. • The children are supported by questioning them and checking they have understood what is being asked of them and what has been taught, for example by using 'What have you understood?' • Ensuring pupils are given thinking time' when asking questions to allow them to have 'take up time' supports them to be able to verbalise their thoughts and understanding • Tailoring resources to support access to the curriculum, to include examples of people with disabilities. Sensory equipment is available throughout the day, and sensory circuits are accessible at the beginning of each day to support the transition into the daily routine • Review of the curriculum to ensure it is inclusive is undertaken as changes are made, or it is identified that the curriculum is not accessible for all, so no-one is excluded • The children are expected to make the right progress for them, not just academically, but socially and emotionally too. Where the progress is recognised that is not at the rate that would be expected, conversation with the LA about support and meeting the childs needs would be discussed. • The progress of children with SEND are monitored regularly via provision map and 'pupil progress meetings', where targets to see who is on track to see if any adjustments need to be addressed • Specific staff training is provided to improve access to the curriculum, where required • Where appropriate, the school purchases books with large print for class work and assessment, writing slopes, high stool / desk, pencil grips, or adjustable desks and chairs • Physically disabled children may use powered wheelchairs or large support equipment in such cases our school would plan to ensure access for larger equipment users in accessing the school site and curriculum as part of the Estates Planning Process (see Flowchart of Estates planning process, section 10).			

10. Flowchart of Estates Planning Process