

Silverstone CE Primary School

Accessibility Plan

Introduction

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). This means that “schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation.”

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Academy Governance Committee (AGC) is responsible for ensuring the implementation and reviewing of the plan to ensure compliance is upheld

Silverstone CE Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life.

Silverstone CE Primary School will challenge negative attitudes about disability and accessibility and develop a culture of awareness, tolerance and inclusion.

Our Vision

The above supports the school’s vision statement:

Where we Learn Together, Grow Together, 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

At Silverstone CE Primary we aim to nurture the talents and aspirations of our school community, developing the qualities of self-confidence, responsibility, compassion and determination to enable everyone to be the best they can be and to flourish in an ever-changing world.

Purpose of the Plan

This plan sets out the proposals of the Academy Governance Committee (AGC) to increase access to education for disabled pupils in the three areas:

- i. **Curriculum** – increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.

- ii. **Physical Environment** – improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- iii. **Written Information** – improving the delivery of written information relating to the school and school events so that account is taken of pupils' and parents/carers' disabilities.

Current Position

Silverstone CE Primary is in a modern building, which at the time of completion in 2017 complies with disability legislations.

- The physical environment:
- Disabled parking bays
- Two disabled toilets
- Power assisted entrance doors
- Wide access corridors
- Low threshold entrance to all external doors
- Sound panels in classrooms and the hall to improve acoustics
- Dyslexia friendly coloured white boards in all classrooms
- First aid room with shower facility

Disabilities at Silverstone CE Primary

- The school has children with a range of disabilities including moderate and specific learning disabilities.
- The school is aware of the parents / carers who need to have use of the disabled space in the car park.
- There are a few children who have asthma and some children with allergies or food intolerances, some of these are serious and require adrenaline injectors e.g. EpiPen, Jext or Emerade.
- For all children that have medical needs, a health care plan is agreed with their parents or carers.
- All relevant medical needs and food intolerances are shared with the school's catering providers for school meals.
- We have competent First Aiders who hold current First Aid certificates; at least two members of staff are trained in Paediatric First Aid.
- All medication is kept in the office or the classroom. It is kept in a secure place which is easily accessible for First Aiders and staff members. Every classroom has a medication cupboard in the same place so staff can easily access medication whenever required.
- Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Silverstone CE Primary Accessibility Plan 2019-2022

(Please also read Inclusion and SEND Policy)

Equality and Inclusion			
Targets	Strategies	Outcomes	Timeframe
Ensure that the Accessibility Plan is annually reviewed by AGC	Clerk to the Governors to add to agenda as required.	Plan reviewed. Legislation adhered to.	Annual
Improve staff awareness of disability and equality issues.	Review training needs and organise or provide training as necessary or appropriate. (SEND)	All staff are aware of disability and equality issues and act accordingly.	On-going
Ensure all policies, where necessary, consider the implications of disability access	During natural review of policies, consider and include measures to address disability access (HT and AGC)	Policies are fully inclusive of issues related to disability and reflect current legislation.	On-going (policy review)
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	Liaise with parent and hospital outreach to ensure an appropriate teaching program is in place. (SEND) Parents of other pupils to be reminded to inform school of any illness or infections in their children.	Child continues to access curriculum and recovery is not adversely affected by infection from other pupils.	On-going
Physical Environment			
Targets	Strategies	Outcomes	Timeframe
Ensure that the school building and grounds are accessible for all children and adults and continue to provide access to the school's physical environment for all.	Audit of accessibility of school building and grounds by AGC. Suggest actions to be implemented as budget allows	Access to all areas will remain good.	Annual

Curriculum

Targets	Strategies	Outcomes	Timeframe
Continue to train all staff to enable them to meet the needs of all SEN Pupils	SEND to review the needs of pupils and provide training where appropriate Class teachers to self-evaluate their room to meet the needs of	Staff ensure children have access to the curriculum	On-going
Ensure all children are able to access educational visits and out of school trips, including local village activities	A commitment to inclusion of all children in all events Teachers and Educational Visits Coordinator consider needs of specific children when choosing venues and activities	All children participate in educational visits and take part in a range of activities	On-going
To provide specialist equipment to promote participation in learning by all pupils	Assessment of needs in each class and provide appropriate equipment Take advice form external agencies	All children can work as independently as possible	As required
To meet the needs of individuals during statutory tests	Children will be assessed in accordance with regular classroom practice; additional time, rest breaks, use of equipment etc. will be applied for as required following the STA (Standards and Testing Agency) guidelines. Assessment of classroom and hall Regular classroom practice, including extra time, readers 1:1 support, quiet areas	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annual

Written Information

Targets	Strategies	Outcomes	Timeframe
<p>Ensure that all parents and other members of the school community can access information.</p>	<p>Office staff will support and help parents to access information and complete school forms.</p> <p>Provide information in enlarged print or a different format if required (office staff)</p> <p>Provide hard copies of newsletters and other communication for parents/carers unable to access Parent mail (office staff)</p> <p>Be aware of parents whose native language is not English and cannot read the English language. Make arrangements for translations where required. The school website to have language option. (HT)</p>	<p>Written information will be provided in alternative formats as necessary.</p>	<p>On-going</p>
<p>Ensure that all parents who are unable to attend school, because of a disability, can access parents' evening.</p>	<p>Staff hold phone consultations or send home written information. (Class teachers and SEND)</p>	<p>Parents are informed of children's progress.</p>	<p>Termly</p>
<p>Ensure that the school website includes all relevant school information and is easily accessible</p>	<p>Website updated on a regular basis (Admin and HT)</p>	<p>All parents have access to the same information</p>	<p>On-going</p>