Accessibility Plan

Equal opportunities lie at the heart of all that we do at Silverwood School. We are committed to ensuring that every member of the school community is given the same chance as any other to access the services and support of the school

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy is designed to meet the needs of all pupils, working through pre-formal, semi-formal and formal curriculum pathways. It is inclusive of students who function at early/preverbal levels of language and communication, through to those who express themselves verbally and in writing. The policy is designed to be child-centred and to make sure as far as is possible that pupils understand what is happening in their lives, why, and what options are available to them

Approved by:	Standards Committee	Date: 12.03.2025

Last reviewed on:	March 2025 (Full Governing Body ratified April 2025)

Next review by:	January 2028

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

> Increase the extent to which all pupils including pupils with a disability can participate in the curriculum

> Improve the physical environment of the school to enable all pupils including pupils with a disability to take better advantage of education, benefits, facilities, and services provided

> Improve the availability of accessible information to all pupils including pupils with a disability.

Our fundamental aim is that all our pupils reach their potential and have access to an inspiring and motivating curriculum. Silverwood is an inclusive community that focuses on the wellbeing and progress of every pupil. We value our pupils, staff, parents, and community. We value diversity and seek to give everyone in the school an equal opportunity to learn and progress, taking into account individual needs.

Vision

Building community, Inspiring Learning

Values

Co-operation, Respect, Perseverance, Kindness, Honesty and Courage

We are fully invested in the delivery of a system of excellence across the county and have an ambitious vision to create a truly integrated and inclusive system of exceptional education for all children, pupils and young people with special educational needs and disabilities (SEND) in Wiltshire.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We work closely with Local Authority, specialist providers and other SEND schools to further improve our accessibility strategies and procedures.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We will continue to include a range of stakeholders in the development of this accessibility plan, including pupils, staff, governors, and parents/carers.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, '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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

- It will be approved by the governing board

5. Links with other policies

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

> Supporting pupils with medical conditions policy

> SEN Policy

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To continue to Increase access to the curriculum for pupils with a disability	• Our school offers an adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum. • We seek advice from external agencies, including therapists and act upon this in order to enable children and pupils to access learning as successfully as possible. • Curriculum resources include examples of people with disabilities. • Targets are set effectively and are appropriate for pupils with additional needs. • There is a robust annual review process in the school, where targets are reviewed, progress assessed and plans for next steps created. • Both parents/carers and pupils play an active role in the review process. • The curriculum is reviewed to ensure it meets the needs of all pupils	• Ensure curriculum intent is based on equality of opportunity for all pupils across all sites	• Highlight areas of curriculum, discuss, and review current practice and improvements • The curriculum is based on meeting pupil needs and ensuring that they are given opportunities that are tailored to meet these needs. • The curriculum is always under review…	• Director of Learning, Heads of Learning, Curriculum working party. • All staff are also involved in the re-write of the curriculum with key leaders driving this.	End of Academic year	EVIDENCE OF ADAPTATIONS
		• Resourcing strategies are planned around the needs of all pupils • Review and actions are an integral part of school improvement strategy	• Identify resources required and add these to the budget	Director of Resource		PUPIL NEEDS CLEARLY MET AND RESOURCED EFFECTIVELY
		• Pupil needs are established before entry into the school and actions/resources put in place before the pupil starts	• List of needs shared with SENCO/Director of Resources and SLT • Training for staff takes into account these needs.	• Transition Lead and Senco team and relevant SLT members		PUPIL NEEDS MET ON ARRIVAL AT SCHOOL

	• Expansion of the SENCO Team to further support pupils across all sites					
Continuing to Improve and maintain access to the physical environment and including these points in all site works where practicable	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Markings to aid those with a visual impairment. • Lifts • Corridor width • Accessible parking bays • Accessible toilets and changing facilities • Adapted signage. • Fonts are considered and when recommended to meet a visual impairment need, pupils are provided with adapted resources. • High contrast between flooring and chairs, edges of stairs and entrances to new classrooms. • As the school grows and develops, it is important that the accessibility plan is referred to and that all new parts of the school adhere to these principles • Include outdoor spaces and environments.	all site infrastructure is modified/adapted where necessary to meet the needs of the pupils ensure quality of opportunity for all pupils	• action plans continue to be compiled / developed on all campuses for additional or remedial works • prioritise works and plan into budget • carry out works • liaise with external experts for advice e.g., visual impairment team, hearing impairment team. • examine the signage around the school and consider the function and accessibility of this. new signage to include braille. Review areas, needs and purchase to install setting standards across all campuses	• HOE&F HOE&F	review july 2026 action plan ongoing July 2026	ALL CAMPUS'S ARE MEETING ACCESSIBILITY CRITERIA

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Signage • Induction loops • Pictorial or symbolic representations • Makaton • Specifically adapted IT including AAC devices, EyeGaze Technology and IPAD's. Ongoing	• Awareness of all communication needs across sites • Embedding Makaton further across all campuses	• Review of different systems in place across sites with a plan for upgrading/extending to include Braille and symbols • Exploration of new technologies to meet complex needs.	• SENCO	MAR 26	SUITABLE AND EFFECTIVE COMMS FOR ALL PUPILS