



Accessibility Plan

DOCUMENT NUMBER

SILVP0048170131

DOCUMENT TYPE

STATUTORY



Silverdale School
and Additionally Resourced Provision

Accessibility Plan

2016 – 2019

Date Written: December 2016

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Adopted by Governors: 31/01/2017

Date for Review: December 2019

THIS PLAN IS AVAILBLE IN LARGE PRINT ON REQUEST



Context:

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents/carers.

A disability under the Equality Act 2010 is

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Vision and values:

At Silverdale School, Additionally Resourced Provision (ARP) and Learning Centre, we are committed to providing a fully accessible environment and curriculum which values and includes all students. This will enable them to achieve their very best, regardless of their educational, physical, sensory, social, spiritual, emotional, mental health and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities that we provide.



We recognise the individual needs of all students and aim to maximise everyone's potential. All staff share these responsibilities and we have a member of the Senior Management Team with the responsibility for inclusion.

Information:

All children attending Silverdale have additional needs which may include the following:

- Speech, Language and Communication
- Social, Emotional and Mental Health (SEMH)
- Dyslexia and other specific learning difficulties
- Autism Spectrum Condition (ASC also known as ASD) including Pathological Demand Avoidance (PDA)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Hearing Impairment
- Medical conditions including allergies

The school makes good use of the skills of external agencies to support pupils and their families with specific needs. Meetings are arranged as needed to ensure that all those responsible for the education and welfare of the pupils have access to information to enable pupils to participate fully in the life of the school.

The following can be arranged as needed:

- Translators can be bought in when required to ensure that all parents/carers have access to information.
- A mobile texting service is provided to support consistent and effective communication between home and school, this is managed by the Link Workers at the main site and class teams at the ARP.
- Information for pupils can be given in different formats including the use of simplified language and diagrams, ICT and oral reinforcement as needed.
- Parents/carers have daily access to the Link Workers at the main site and Class Teams at the ARP. Regular access to teaching staff is arranged termly and on request.



Curriculum:

We expect that all pupils are provided with high quality learning experiences that lead to consistently high levels of achievement.

The following good practice is in place within the Silverdale organisation:

- Quality first teaching.
- Robust procedures assessing need, planning and delivering structured, differentiated and personalised learning.
- Comprehensive tracking systems and data analysis providing a holistic approach to supporting pupils.
- Detailed pupil information updated and shared by Link Workers to ensure all staff are informed and best placed to support pupils.
- Rigorous and consistent system of home school liaison delivered daily by Link Workers and Class Teams at the ARP.
- Highly differentiated and personalised curriculum to enable all pupils to feel secure, develop confidence in their skills and make good progress.
- Access to outdoor learning and life skills led by skilled and experienced instructors and teachers.
- Effective deployment of support staff to ensure pupil needs are met both academically and pastorally.
- Special consideration for pupils taking part in tests e.g. adult readers provided, extra time if appropriate and granted by the Local Authority.
- Strong and effective partnership with outside agencies and services to ensure pupils are at the centre of all decisions made when advice and support sought.
- Teaching includes a range of techniques and approaches to support different learning styles and continuing professional development is kept as a high priority by the leaders and Governors of the school.
- All pupils are encouraged to take part in the full curriculum and staff work tirelessly to support pupils in overcoming barriers such as high levels of absenteeism/absconding and opting out of learning experiences.
- Awareness of the need to check accessibility at all venues when planning educational visits and residential trips.

Physical Environment:

Silverdale School is sited in Howdon, Wallsend and comprises of a KS2 department and KS3 and 4 department separated within the building. There is also a multi-use games area, outdoor calisthenics area, KS2 play area and students have access to a large gym.



Silverdale ARP is located at Grasmere Academy, Killingworth and comprises of three teaching areas, a hall, recreation room and play area. Pupils can also access the large field belonging to Grasmere Academy.

Silverdale Learning Centre is at Monkhouse Primary and is used to support the most vulnerable and disaffected students in KS3 and 4 to support them in managing their behaviour in order to return to full time education at the main site, Howdon. The area leased comprises of several class rooms and a recreation area.

All areas are accessible to wheelchair access.

The following good practice is in place within the Silverdale organisation:

- Emergency and evacuation procedures are accessible to all. Alarms are auditory and assembly points are clearly displayed on all sites. We will review the need for a visual alarm if the need arises.
- Personal evacuation plans can be put in place for identified children with disability needs as needed.
- Furniture and equipment is provided at age related standards and checked regularly to ensure there is no damage.
- Consideration is given to the appropriate colour schemes when refurbishing to benefit pupils with visual impairments and mental health needs.
- Window blinds are installed in all rooms.
- Regular health and safety checks and evaluation of the school site for accessibility by the SLT and governors responsible for finance and premises. At the ARP and Learning Centre this is the responsibility of the school holding the lease.

Management and Implementation:

We share a whole school approach to meeting the requirements outlined in our accessibility plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process and is reviewed when pupils with additional specific needs enrol at our school. The evidence used to aid reviews of the plan will include:



- SEND Register
- Monitoring feedback evaluating the effectiveness of provision offered and delivered to pupils and their families/carers
- Data tracking
- Attendance data
- Review meetings
- Parent/carer events
- External agency reports and input
- Government and Local Authority policies and initiatives
- Building inspection reports



Silverdale Accessibility Plan 2016 - 2019

Main priorities of the Plan;

- The organisation draws on the expertise of external agencies and services to provide specialist advice, guidance and support as needed.
- The SENDCo and Leadership Team hold an overview of the needs of pupils with additional needs and disabilities.
- There are high expectations of provision and quality of service offered by the school.
- There is appropriate deployment and ongoing training of staff.

Curriculum

<i>Priority:</i>	<i>Actions to be taken:</i>	<i>Success criteria:</i>	<i>Lead person:</i>	<i>Review date:</i>
Ensure all staff are confident and trained in effectively supporting pupils with additional needs	<ul style="list-style-type: none"> - CPD identified and delivered to meet needs of pupils as they arise. - Ongoing partnership work with supporting services and agencies to ensure all pupils' needs appropriately assessed and addressed. 	Pupils will make expected progress in both their academic attainment and behaviour tracking.	SLT MLT	Ongoing review through assessment cycles.

Physical Environment

<i>Priority:</i>	<i>Actions to be taken:</i>	<i>Success criteria:</i>	<i>Lead person:</i>	<i>Review date:</i>
Address any health and safety issues relating to accessibility on all sites e.g. clear corridors and accessible toilets	<ul style="list-style-type: none"> - Termly checks by Health and Safety sub committee 	All areas wheelchair accessible at all times.	Gareth Conroy	Ongoing

<i>Accessibility of Information</i>				
<i>Priority:</i>	<i>Actions to be taken:</i>	<i>Success criteria/Timescale:</i>	<i>Lead person:</i>	<i>Review date:</i>
Ensure all stake holders can access written information provided by the organisation	<ul style="list-style-type: none"> - Specify on the school website that large type formats of any school produced documentation can be made available on request. - Ensure Link Workers and ARP Class Teams inform all parents/carers that staff can provide help with the reading of any documentation. - Policies to include foot note about larger print. 	Spring Term 2017	Paul Lanagan Emma Webster	March 2017