



**St Silas CE Primary School Accessibility Plan
2023 - 2024**

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short term	Target(s)	Strategies	Timescale	Responsibility	Success Criteria
	Adapt the physical environment of the school environment to meet the needs of pupils if and when necessary.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	Headteacher Assistant Headteacher SENDCO	The needs of all pupils will be met, where possible, regardless of their physical or sensory need.
	To liaise with Nursery providers to review potential intake for Sept 24	To identify pupils who may need additional to or different from provision for Sept 24 Intake.	Sept 2023/2024	Headteacher Early Years Lead SENDCO	Procedures/equipment / ideas set in place by Sept 2024.

	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	Ongoing	Headteacher Phase Leaders Subject Leaders SENDCO	All policies clearly reflect inclusive practice and procedure.
	To establish close liaison with parents / carers.	To ensure collaboration and sharing between school and families.	Ongoing	Headteacher All teachers	Clear collaborative working approach.
	To establish close liaison with outside agencies for pupils with on-going health needs. For example, children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel.	Ongoing	Headteacher SENDCO Teachers Learning Support Assistants Family Engagement Officer Outside Agencies	Clear collaborative working approach. Team Around the School Meetings Team Around the Family Meetings EHATs Care Plans EHCPs

Medium term	Target(s)	Strategies	Timescale	Responsibility	Success Criteria
	To finely review attainment of all SEND pupils.	SENDCO / Class teacher meetings / Pupil progress. Scrutiny of assessment system / Regular liaison with parents.	Termly	Class teachers SENDCO	Progress made towards targets. Provision mapping shows clear steps and progress made.

	To monitor higher attaining pupils.	Booster groups Monitoring	Ongoing	All teachers	Higher attaining pupils are challenged. Higher attaining pupils are making good progress. Children are achieving above average results.
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Long term	Target(s)	Strategies	Timescale	Responsibility	Success Criteria
	To evaluate and review the above short and long term targets annually.	As above.	Ongoing	Headteacher Assistant Headteacher Subject Leaders Local Academy Council	All children are making good progress.
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Termly SEND Governor and SENDCO Meetings	SENDCO Headteacher Assistant Headteacher SEND Governor	Local Academy Council are fully informed about SEND provision and progress.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Short term	Target(s)	Strategies	Timescale	Responsibility	Success Criteria
	Improve physical environment of school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	Headteacher Assistant Headteacher SENDCO	Enabling needs to be met where possible.

	To ensure the learning environment is not overly visually stimulating for all children.	Calming displays in classrooms and inviting role play areas in the Early Years.	Ongoing	Early Years Staff	Inviting and non overstimulating environment maintained.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identify training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Headteacher School Nurse Family Engagement Officer	
	Ensuring all with a disability are able to be involved.	Create one page profiles for children with complex needs. Undertake a confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

Medium term	Target(s)	Strategies	Timescale	Responsibility	Success Criteria
	To improve community links	School to continue to have strong links with schools in Liverpool Authority and the wider community.	Ongoing	Headteacher Assistant Headteacher PSHCE Lead Teaching Staff	Improved awareness of disabilities / the wider community of Liverpool and the world and their needs. Improved community cohesion

Long term	Target(s)	Strategies	Timescale	Responsibility	Success Criteria
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	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages / letters / SLT on school gate at open and close	Ongoing	Headteacher Assistant Headteacher Teaching Staff Site manager	No accidents.
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Aim 3: To improve the delivery of information to disabled pupils and parents.

Short term	Target(s)	Strategies	Timescale	Responsibility	Success Criteria
	To ensure all children with ASD, ADHD, SpLD have access to the curriculum	Regular parental communication. Individualised multi-sensory teaching strategies used for children with diagnosed needs. Adapted pedagogy and not content.	Ongoing	SENDCO Teaching Staff Headteacher Assistant Headteacher	All children to be able to access the curriculum.

Medium term	Target(s)	Strategies	Timescale	Responsibility	Success Criteria
	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. Records passed up to each class teacher. Annual EHCP Reviews. Medical forms updated regularly (annually as a minimum) for all children. Personal health care plans in place where necessary. Significant health problems – Care Plan shared with all staff.	Ongoing	Headteacher Assistant Headteacher SENDCO Family Engagement Officer	Each teacher/staff member aware of disabilities of children in their classes.

Long term	Target(s)	Strategies	Timescale	Responsibility	Success Criteria
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	<p>In school record system to be reviewed and improved where necessary.</p> <p>(Records on Arbor/ network/ protected)</p>	<p>Record keeping system to be reviewed.</p>	<p>Continual review and improvement</p>	<p>Headteacher Assistant Headteacher SENDCO</p>	<p>Effective communication of information about disabilities throughout school.</p>
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