



Accessibility Plan

Approved by:	Last reviewed on: February 2025
Date:	Next review due by: February 2026

At Silverhill, we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations. The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

Policy Statement for: Accessibility: We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorse the key principles in the National Curriculum 2014 Framework, which underpin the development of a more inclusive curriculum, setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Policy aims:

- ✚ To identify strategies to overcome physical access barriers
- ✚ To identify strategies to overcome access barriers within the curriculum
- ✚ To identify strategies to overcome barriers in access to information

School aims:

- ✚ Embraces a partnership between the school and home
- ✚ Offers to each member the opportunity to grow in knowledge
- ✚ Every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, gender (including gender identity), disability, belief, sexual orientation, age or social economic background
- ✚ Children will be helped to appreciate that they are members of the wider community in its richness and diversity
- ✚ Curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

Improving the Physical Environment				
Target	Action	Lead Responsible and key personnel	Resources / Costing	Performance indicators
Review regularly, and at least annually, the physical environment to ensure there are no physical barriers to children's learning.	<ul style="list-style-type: none"> -Learning walks and Termly Health and Safety walks recorded by SBM to create actionable plan always have an element on considering this. -Ensure any barriers are addressed swiftly and effectively. -Evaluated in conjunction with the annual Health and Safety Audit and recorded by SBM to create actionable plan 	<ul style="list-style-type: none"> -SLT -SBM -Site Manager 	<ul style="list-style-type: none"> -Learning walk conducted and findings communicated with staff -Physical changes must be accounted for in the budget when these occur 	There are minimal barriers to learning in our physical environment. When these are identified, they are swiftly tackled and addressed
Ensure that all after school provision is accessible for all children.	<ul style="list-style-type: none"> -Continually analyse the children attending before and after school provision to ensure we have all children accessing these clubs -Use this information to ensure our disabled children are attending these clubs. 	<ul style="list-style-type: none"> -SLT -SENDCO -Inclusion Team 	<ul style="list-style-type: none"> -Time to analyse the numbers of children attending the clubs -Address reasons why our disabled pupils are not attending these clubs. 	Disabled children access this provision as much as other pupils.

Improving Access to the Curriculum				
Target	Action	Lead Responsible and key personnel	Resources / Costing	Performance indicators
Continue to develop our pupils' knowledge of the variety of disabilities and to continue develop positive attitudes towards these. -	<ul style="list-style-type: none"> Ensure assemblies have a regular theme of disabilities - Ensure this is embedded in PSHE sessions -Attendance to our assemblies 	<ul style="list-style-type: none"> -SLT -Class Teachers -Local disabled sportsmen and women -Successful disabled persons 	<ul style="list-style-type: none"> -Assembly sessions -Weekly focus time sessions -Weekly PSHE sessions 	Monitoring shows that pupils are sympathetic towards a variety of disabilities and understand them fully. Pupils understand how to support

	by successful disabled persons			peers with disabilities. Our disabled pupils are aspirational.
Develop staff knowledge of a variety of disabilities so they are best equipped to differentiate the curriculum accordingly.	-Use SENDCo to deliver training sessions to address misconceptions/gaps in knowledge -Contact specialist teachers and seek advice of the LA where appropriate.	SLT -SENDCo	-Staff training sessions led by SENDCo and LA representatives where appropriate.	Staff are fully equipped to confidently differentiate the curriculum appropriately so all children can access it effectively. Expertise are consulted for advice and the best practice is shared.

Improving access to information				
Target	Action	Lead Responsible and key personnel	Resources / Costing	Performance indicators
To ensure that any parental information is available to parents in different formats e.g. large print.	-Upload information delivered in assemblies, parent workshops etc to our website or send to families via our emailing system -If any parents require or request information in a different format, ensure this is available and relevant support in gaining this, is accessible	-Headteacher -Class Teachers -Teaching Assistants -Office Staff	Use of emailing system and website software	-All parents have access to information which helps them to support their child at home with learning
Make sure that notice and display boards are on an appropriate level for wheel chair users to access.	-Analysis of current display boards to ensure these are at a correct height for wheelchair users	-Headteacher -Class Teachers	-Time to conduct learning walk and analysis of boards in school	Displays and information is easily accessible for all adults and children in school.