



East Specialist Inclusive Learning Centre (SILC) John Jamieson School

Access Plan

Review Date:	January 2024	Next Review Date:	January 2025
Governing Board Committee Purview:	Governing Board		
Frequency of Review:	Annually		

At the East SILC, we:

- Provide a safe, happy environment which supports the learning of every pupil.
- Provide a broad, balanced curriculum which is relevant and differentiated to meet the needs of the individual.
- Write Individual Learning Pathway Plans and Behaviour Programmes (where necessary), which are shared with parents/carers and revised regularly throughout the year.
- Communicate information using home-school books, diaries, letters and newsletters, an internet-based Learning Platform or using parents/carers preferred form of communication.
- Offer regular consultations to discuss pupil progress in addition to a pupil's School Report, EHCP and Transition meetings.
- Work with Children's Services to ensure the provision of safe and efficient transport, if required.
- Continue to extend mainstream opportunities for inclusion across the key stages.
- Continue to extend work-related learning experiences for older pupils.

Values, Aims and Ethos

Our ethos and values are at the core of everything we do.

Aims

We aim to enhance educational, physical, personal and spiritual development and well-being, by taking into account the individual needs of all pupils in the school environment. By working together as a multi-disciplinary team, the school aims to provide a holistic approach to learning.

Mission Statement/ Ethos

Personalised pathways to successful learning and continuous achievement.

Core Values

At the East SILC we believe that 'Every Day is a Chance to SUCCEED'. We provide a bespoke system that underpins and runs throughout our core values for staff, pupils and all stakeholders.

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| S Support | – Support and provide opportunities for all pupils and staff members to maximise their potential. |
| U Understanding | – Understand the individual needs of all our pupils. |
| C Compassion | – Awareness, kindness and providing positivity for self-worth. |
| C Commitment | – Commitment to the learning and growth of all staff through Professional Development and delivering a personalised learning experience for all pupils. |
| E Empathy | – To understand or feel what another person is experiencing. |
| E Enjoyment | – Exciting and meaningful learning and enthusiasm for work. |
| D Dignity | – Respecting feelings, cultures and values and treat each other as individuals. We promote the right to feel valued and respected. |

Introduction

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

The East SILC 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.

The East SILC complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 nondisabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

All learners at the East SILC have a disability as defined in the Disability Discrimination Act 1995 Act 2005.

Definition of Disability:

According to the Disability 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 Accessibility Plan should be read in conjunction with other policies including:

- Equality Policy
- Health and Safety Policy
- Teaching and Learning Policy
- Positive Behaviour Policy
- Admissions Policy

EAST SILC ACCESSIBILITY ACTION PLAN 2021-2024

Duration <u>2021-22</u>	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
CURRICULUM Increase access to the curriculum for all pupils and ensure the curriculum meets the pupils needs.	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils. Targets are set effectively and are appropriate for pupils. The curriculum is reviewed to ensure it meets the needs of all pupils.	The curriculum model is being reviewed to ensure pupils continue to make excellent progress towards challenging objectives. (Long Term) Knowledge Planners (Short Term) Identify “big ideas” for each curriculum area. (Short Term) Curriculum Mapping to ensure teaching of key skills, knowledge and vocabulary. (Short Term)	Recruit new Head of Teaching and Learning Series of CPD for all staff Regular meetings with various stake holders and Head of Teaching and Learning	Headteacher for Teaching and Learning/SLT/Phase Leaders/Teaching Staff	July 2023 CPD – 1.11.21 - 7.2.22	Curriculum is in place. Intent, implementation and impact cycle in place.

CURRICULUM Ensure PE activities are accessible to all.	Sports Grant has been used to provide additional PE equipment across all sites. PE Curriculum is being reviewed as part of a wider review of the curriculum. Sports coach is employed to deliver PE lessons across sites. Outside providers deliver PE opportunities eg. Leeds Rhinos, Leeds United.	Broaden provision, reinstate and add innovative ideas into the PE curriculum.(Short Term)	Liaise with outside agencies for any students requiring adaptations. Explore new PE networks, providers, opportunities and initiatives eg. Balance Bikes Ensure a range of PE activities are available for pupils with the most complex medical; and physical needs – reinstate hydro and rebound following Covid Ensure training is provided for staff to enable this to happen Lifeguard Training, Rebound Therapy Training	PE Lead PE Staff SLT Staff teaching complex needs groups Physio Team.	Ongoing September - December 2021 July 2022	PE curriculum adapted to meet needs of all children. Appropriate individualised resources available. Pupils accessing hydrotherapy and Rebound Therapy (Staffing, pupil to staff ratios and recruitment issues have delayed this)
		Develop outside PE provision at Jack Clark. (Medium Term)	Work with LCC to ensure a purpose build outdoor accessible play area is created at Jack Clark.	SLT/LCC/Site Staff	July 2022	Outdoor accessible play provision in place at Jack Clark.

PHYSICAL ENVIRONMENT For any new building work – plans must include access requirements	All sites are fully accessible to all pupils. Adaptations are throughout the building to include visual signage, lift access, hoists and care suites.	All new building work or adaptations to meet LCC Environment Access Standards (Medium Term)	Regular review and consideration of any changes needed to adapt the environment for a new cohort of pupils.	Premises Manager / Contractor	Ongoing at all sites as required	All building works in-line with regulations in the Equality Act 2010. New lifts installed at JJ – Sept 22 New external break out spaces identified and in use at JJ -Sept 22
School is aware of the access needs of parents/carers including those with EAL	School is fully accessible for wheel chair users. Language line is used successfully to communicate with parents/carers with EAL.	All new starter forms to include information regarding access needs e.g. the need for large print in correspondence or printed in other languages.	Review Admission Forms to ensure clarity and to include a section for parents/carers to identify EAL or other access needs.	Admissions Team/Admin/SLT	Sept 2022 for new starters	On-going dialogue between parents/carers is enabled, positive and good professional relationships are established

INFORMATION Improve accessibility of information in school reception areas	Information is presented in visual formats alongside written information. Welcome sign in different languages in place at John Jamieson	Review signs with symbols. Welcome signs in different languages and formats for Jack Clark and Roger Cannon.	Look at different options of adding welcome signs in various languages. Get quotes for work. Involve the School Council in decision making.	SLT/School Council	September 2022	Signs in place and assessed for suitability School site signage in place. Welcome format in different languages needed for Jack Clark and Roger Cannon.
Having an established Family Support Team to help support families to find accessible information and to signpost to different areas of support when needed	Family Support Team in place. This needs to increase capacity due to the new sites at the East SILC.	Increase the capacity of Family Support Team (Short Term)	Recruit 2 Family Support Workers Training and induction provided. Supervision built into working week with DSL Case load and outreach work agreed Assess impact	SLT/HR/DSL	September 2021-recruitment July 2022	Family Support Team capacity has increased so that a system is in place to sign post parents/carers to help and support. Completed

Duration <u>2022-23</u>	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
CURRICULUM Increase access to the curriculum for all pupils and ensure the curriculum meets the pupils needs.	The East SILC curriculum has been reviewed and redesigned. Clear curriculum intent, implementation, and impact strategies have been produced by each curriculum area to ensure that a clear purpose for learning is in place. The curriculum is implemented effectively and pupils make progress toward achieving the desired intent(s) of the curriculum.	Support teachers' decision making about what they can best do to improve their effectiveness and increase students' ability to access the curriculum and make increased progress by: 1. Understanding the content they are teaching and how it is learnt 2. Creating a supportive environment for learning 3. Managing the classroom to maximise the opportunity to learn 4. Presenting content, activities and interactions that activate their students' thinking (Medium Term)	Purchase Great Teaching Toolkit Develop and share plan for implementing CPD package Monitor progress of teachers through the course Regular review of the curriculum. Regular meetings with various stake holders and Head of Teaching and Learning-curriculum cluster groups	David Bergan Heads of School Assistant Headteachers/Phase Leaders	October 2023	Teaching staff/HLTAs/Level 3s complete allocated models Completed

CURRICULUM Ensure a broad and balanced curriculum is in place to meet the needs of all pupils.	A broad and balanced curriculum is in place. The school looks for innovative ways to enhance the curriculum offer for all pupils.	Broaden provision for vocational opportunities at John Jamieson (Medium Term)	Work with charity to secure funding and installation of 2 cabins to be used for enterprise work Curriculum planning in place to support the use of the enterprise cabins	SLT/ Charity/ Charlotte Rose Site Staff	July 2023	
PHYSICAL ENVIRONMENT For any new building work – plans must include access requirements	All sites are fully accessible to all pupils. Adaptations are throughout the building to include visual signage, lift access, hoists and care suites.	All new building work or adaptations to meet LCC Environment Access Standards (Medium Term) Secure additional classrooms with fob system at John Jamieson. (Long Term)	Regular review and consideration of any changes needed to adapt the environment for a new cohort of pupils.	Premises Manager / Contractor SLT/LCC/Site Staff	Ongoing at all sites as required <u>John Jamieson</u> - awaiting confirmation of investment to agree to building work/refurbishment.	All building works in-line with regulations in the Equality Act 2010. Improvements to the environment within school and the wider school premises. Electric gates installed to secure entrance and exit to John Jamieson - Oct 22 Completed

		New line markings on the playgrounds at John Jamieson (Short Term)			July 2023	Additional doors fobbed at John Jamieson – Dec22
		Develop outside provision at Jack Clark- Garden Area. (Short Term)	Tree Survey of outdoor area and tree removal as needed, resources ordered. CPD for teaching staff, timetables for use. (Medium Term)		CPD – Nov 2022. Dec 2022/ April 2023	Completed New entrance and exit procedures at the start and end of the school day Jack Clark – Nov 22 Completed

School is aware of the access needs of parents/carers including those with EAL	School is fully accessible for wheel chair users. Language line is used successfully to communicate with parents/carers with EAL.	Ensure all access needs are met for all stakeholders.	Continue to monitor access needs of all stakeholders.	SLT	Ongoing	On-going dialogue between parents/carers is enabled, positive and good professional relationships are established Completed
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INFORMATION Improve accessibility of information in school reception areas	Information is presented in visual formats alongside written information.	To ensure the school website is current, meets statutory requirements and is easy to navigate	Add new information as available	SLT/Kofi Mensah	Ongoing	New website is current, meets statutory requirements and is easy to navigate. Completed
	Pupil progress is communicated with parents and carers-verbally and through Parent Consultation Evenings	To explore different ways to communicate pupil progress and share information from the school day with parents and carers.	SLT to look at apps for sharing pupil information-consider wider use of Class Dojo across the SILC	SLT/MLT		Pupil progress and information is shared with parents/carers via an app. Completed Jan 2024

Duration <u>2023-2024</u>	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
CURRICULUM	A broad and balanced curriculum is in place. The school looks for innovative ways to enhance the curriculum offer for all pupils.	All pupils with a VI at Roger Cannon to have access to technology to support their learning needs.	Identify pupils needs in terms of technology to support learning. Look at technology available. Order any equipment. Ensure staff have training and are fully competent to support pupils with VI with the technology	David Bergan Heads of School Assistant Headteachers at Roger Cannon.	July 2024	All pupils with VI to have technology that supports their learning needs.
	Railings/access at Jc Outdoor learning at JC Rebound room at JJ Sensory group hub at JJ					

PHYSICAL ENVIRONMENT For any new building work – plans must include access requirements	All sites are fully accessible to all pupils. Adaptations are throughout the building to include visual signage, lift access, hoists and care suites.	All new building work or adaptations to meet LCC Environment Access Standards (Medium Term)	Regular review and consideration of any changes needed to adapt the environment for a new cohort of pupils.	Premises Manager / Contractor	Ongoing at all sites as required	All building works in-line with regulations in the Equality Act 2010.
		Work towards a new build for the John Jamieson Site	Work with LCC to move towards a new build for John Jamieson. Awaiting confirmation of investment to agree to building work/refurbishment.	SLT/LCC/Site Staff	Ongoing.	Improvements to the environment within school and the wider school premises.
		Enable pupils to navigate the school environment to be able to locate rooms at John Jamieson School.	Renummer the classrooms so they are in a sequential order. Use the school plan to do this. Include braille signs on classroom doors where appropriate.	SLT/ Site Staff	July 2024	Improvements to pupils and staff navigating the school building.
		Improve the provision available for pupils at the John Jamieson site to	Look at other special school sites to identify the type of Rebound Room needed. Meet with key stake holders to include physios and OT. Get quotes for the work that	SLT/Site Staff/ OT/ Physio Team/ Class teachers for PMLD	September 2024	Installation of a Rebound Room at John Jamieson.

		include a Rebound Room and Sensory Hub.	needs doing. Install a Rebound Room. Identify the space for a Sensory Hub. Look at the structural work that would need completing. Get quotes for the work that needs doing. Following input from the OT new classroom furniture to be identified, purchased and used by pupils with sensory needs in Ladybird Class.	SLT/Site Staff/ OT/ Physio Team/ Class teachers for PMLD OT/Class Teacher	September 2024 March 2024	Sensory Hub used by PMLD pupils. New classroom furniture purchased and used to support pupils with sensory needs.
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School is aware of the access needs of parents/carers including those with EAL	School is fully accessible for wheel chair users.	Ensure all access needs are met for all stakeholders.	Continue to monitor access needs of all stakeholders.	SLT	<u>Jack Clark</u> Railings and fencing around the exit to Tigger and Gruffalo Class to be removed and sloped for wheelchair access.	Improvements to entrance and exits to Tigger and Gruffalo Class.
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INFORMATION Improve accessibility of information in school for the pupils.	Total Communication is used throughout all school sites to include symbols and signs and verbal language.	To improve communication over lunchtime, particularly in regards to the lunchtime menu, at the John Jamieson site.	Meeting with key staff involved in communication strategies. Implementation, review, impact	SLT	Completion May 2024	Use of visual support has improved in the Dining Hall at lunchtime at John Jamieson Site.
Improve communication with parents and carers.	The school has implemented Class Dojo to communicate with parents online. This enables communication in different languages.	To improve information systems further by having all aspects of communication on one MIS.	SLT and Key stakeholders to look at different MIS Identify the most effective MIS for the East SILC Move towards migrating existing systems to the new system Staff Training. Implementation, review, impact	SLT/ Key Stakeholders MIS companies- Compass, Iris, Arbour	Completion September 2024	New MIS in use in school so that there is one system for all information.

Monitoring arrangements

This document will be reviewed annually by the Leadership Team to ensure it is effective.

It will be approved by The Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality Policy
- Special Educational Needs and Disability (SEND) information report