



# East Specialist Inclusive Learning Centre (SILC)

## Accessibility Plan

Next Review Date:	January 2027
Governing Board Committee Purview:	Governing Board
Frequency of Review:	Annually

### Vision:

Exceptional Education for Exceptional Lives.

### Values:

- Kindness



- Integrity



- Ambition



- Collective Responsibility



## 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	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	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.

	are appropriate for pupils. The curriculum is reviewed to ensure it meets the needs of all pupils.	ideas" for each curriculum area. (Short Term)  Curriculum Mapping to ensure teaching of key skills, knowledge and vocabulary. (Short Term)				
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<b>CURRICULUM</b> 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	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,	PE Lead  PE Staff	Ongoing  September - December 2021	PE curriculum adapted to meet needs of all children. Appropriate individualised resources available.
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	<p>wider review of the curriculum.</p> <p>Sports coach is employed to deliver PE lessons across sites.</p> <p>Outside providers deliver PE opportunities eg. Leeds Rhinos, Leeds United.</p>		<p>opportunities and initiatives eg. Balance Bikes</p> <p>Ensure a range of PE activities are available for pupils with the most complex medical; and physical needs - reinstate hydro and rebound following Covid</p> <p>Ensure training is provided for staff to enable this to happen</p> <p>Lifeguard Training, Rebound Therapy Training</p>	<p>SLT</p> <p>Staff teaching complex needs groups</p> <p>Physio Team.</p> <p>SLT/LCC/ Site Staff</p>	<p>July 2022</p> <p>July 2022</p>	<p>Pupils accessing hydrotherapy and Rebound Therapy (Staffing, pupil to staff ratios and recruitment issues have delayed this)</p> <p>Outdoor accessible play provision in place at Jack</p>
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			Work with LCC to ensure a purpose build outdoor accessible play area is created at Jack Clark.			Clark.
<p><b>PHYSICAL ENVIRONMENT</b></p> <p>For any new building work - plans must include access requirements</p>	<p>All sites are fully accessible to all pupils.</p> <p>Adaptations are throughout the building to include visual signage, lift access, hoists and care suites.</p>	<p>All new building work or adaptations to meet LCC Environment Access Standards (Medium Term)</p>	<p>Regular review and consideration of any changes needed to adapt the environment for a new cohort of pupils.</p>	<p>Premises Manager / Contractor</p>	<p>Ongoing at all sites as required</p>	<p>All building works in-line with regulations in the Equality Act 2010.</p> <p>New lifts installed at JJ - Sept 22</p> <p>New external break out spaces identified and</p>

						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

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

different areas of support when needed			Case load and outreach work agreed  Assess impact		July 2022	Completed
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<u>Duration</u> 2022-23	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

<p><b>CURRICULUM</b></p> <p>Increase access to the curriculum for all pupils and ensure the curriculum meets the pupils needs.</p>	<p>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.</p>	<p>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:</p> <ol style="list-style-type: none"> <li>1. Understanding the content they are teaching and how it is learnt</li> <li>2. Creating a supportive environment for learning</li> <li>3. Managing the classroom to maximise the opportunity to</li> </ol>	<p>Purchase Great Teaching Toolkit</p> <p>Develop and share plan for implementing CPD package</p> <p>Monitor progress of teachers through the course</p> <p>Regular review of the curriculum.</p> <p>Regular meetings with various stake holders and Head of Teaching and Learning-</p>	<p>David Bergan Heads of School Assistant Headteachers/Phase Leaders</p>	<p>October 2023</p>	<p>Teaching staff/HLTAs/Level 3s complete allocated models</p> <p><b>Completed</b></p>
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		learn 4. Presenting content, activities and interactions that activate their students' thinking (Medium Term)	curriculum cluster groups			
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<b>CURRICULUM</b> 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	SLT/ Charity/ Charlotte Rose  Site Staff	July 2023	
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			Curriculum planning in place to support the use of the enterprise cabins			
<p><b>PHYSICAL ENVIRONMENT</b></p> <p>For any new building work - plans must include access requirements</p>	<p>All sites are fully accessible to all pupils. Adaptations are throughout the building to include visual signage, lift access, hoists and care suites.</p>	<p>All new building work or adaptations to meet LCC Environment Access Standards (Medium Term)</p> <p>Secure additional classrooms with fob system at John Jamieson.</p>	<p>Regular review and consideration of any changes needed to adapt the environment for a new cohort of pupils.</p>	<p>Premises Manager / Contractor</p> <p>SLT/LCC/Site Staff</p>	<p>Ongoing at all sites as required</p> <p><u>John Jamieson</u> - awaiting confirmation of investment to agree to building work/refurbishment.</p>	<p>All building works in-line with regulations in the Equality Act 2010.</p> <p>Improvements to the environment within school and the wider school premises.</p>

		(Long Term)			July 2023	Electric gates installed to secure entrance and exit to John Jamieson -Oct 22
		New line markings on the playgrounds at John Jamieson (Short Term)				<b>Completed</b>
		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		CPD - Nov 2022. Dec 2022/ April 2023	Additional doors fobbed at John Jamieson - Dec22
						<b>Completed</b>
						New entrance and exit procedures at the start and end of the school day Jack Clark -

			Term)			Nov 22 Completed
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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.  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 stake holders.	SLT	Ongoing	On-going dialogue between parents/carers is enabled, positive and good professional relationships are established  Completed
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<b>INFORMATION</b> 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  Feedback from stakeholders	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	To explore different ways to communicate pupil progress and share	SLT to look at apps for sharing pupil information- consider wider use	SLT/MLT		

	and through Parent Consultation Evenings	information from the school day with parents and carers.	of Class Dojo across the SILC			information is shared with parents/carers via an app.  Completed Jan 2024
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<u>Duration 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.	David Bergan Heads of School Assistant Headteachers at Roger Cannon.	July 2024	All pupils with VI to have technology that supports their learning needs.

			Order any equipment.  Ensure staff have training and are fully competent to support pupils with VI with the technology			
	Railings/access at Jc Outdoor learning at JC Rebound room at JJ Sensory group hub at JJ					
PHYSICAL ENVIRONMENT  For any new building	All sites are fully accessible to all pupils. Adaptations are throughout the building to include visual signage, lift	All new building work or adaptations to meet LCC Environment Access Standards	Regular review and consideration of any changes needed to adapt the environment for a new cohort of	Premises Manager / Contractor	Ongoing at all sites as required	All building works in-line with regulations in the Equality Act 2010.

work - plans must include access requirements	access, hoists and care suites.	(Medium Term)	pupils.	SLT/LCC/ Site Staff	Ongoing.	Improvements to the environment within school and the wider school premises.
		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/ Site Staff	July 2024	Improvements to pupils and staff navigating the school building.
		Enable pupils to navigate the school environment to be able to locate rooms at John Jamieson School.	Renumber the classrooms so they are in a sequential order. Use the school plan to do this. Include braille signs on classroom doors where	SLT/Site	September 2024	

		<p>Improve the provision available for pupils at the John Jamieson site to include a Rebound Room and Sensory Hub.</p>	<p>appropriate.</p> <p>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 needs doing. Install a Rebound Room.</p>	<p>Staff/ OT/ Physio Team/ Class teachers for PMLD</p>	<p>September 2024</p> <p>March 2024</p>	<p>Installation of a Rebound Room at John Jamieson.</p> <p>Sensory Hub used by PMLD pupils.</p>
			<p>Identify the space for a Sensory Hub. Look at the structural work that would need completing. Get quotes for the work</p>	<p>SLT/ Site Staff/ OT/ Physio Team/ Class teachers for PMLD</p>		

			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.	OT/Class Teacher		New classroom furniture purchased and used to support pupils with sensory needs.
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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<b>INFORMATION</b>						
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	SLT/ Key Stake holders  MIS companies- Compass, Iris, Arbour	Completion September 2024	New MIS in use in school so that there is one system for all information.

			system Staff Training. Implementation, review, impact			
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## 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