



## SOUTHWARK INCLUSIVE LEARNING SERVICE (SILS) Accessibility Plan



This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

This plan recognises what is already in place in our school, for example the School Offer and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEN Report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

### **Access to the curriculum and participation in school activities**

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities.

As SILS is a pupil referral unit (school) for pupils excluded from mainstream schools because of their challenging behaviour and social, emotional, or mental health needs; **the school already has in place:**

- Programme of training for teachers on strategies for working with children with SEND and SEMHI
- Staff that have additional qualifications and experience to be able to use SEN software as appropriate
- Programme of training and support for Teaching Assistants in supporting children with SEND (including training and supervision delivered by educational psychologists)
- Process of planning for school trips and journeys to ensure the inclusion of all / any pupils with a SEN/ disability ensuring that these pupils can participate on the trips (including dynamic risk assessments).

### **Access to the Physical Environment**

***It must be noted that the 1960s design, layout absence of lifts of the two SILS buildings at Davey Street and Porlock Hall, limits access to all levels of the buildings for people with disability at both sites.***

In spite of the restrictions imposed by the structural design of the buildings, efforts have been made to improve the physical environment of the school to improve access and facilities for all members of the school community.

#### **The school has already:**

- Ensured that there is disabled access to the ground floor by installing wide doors to the main school entrance
- Ensured that staff are fully aware of co-ordination, mobility support and sensory needs of students so that they can be supported appropriate to their age and need

**The 2017-2020 regeneration plans include:**

- **A new build for KS3 students at Davey Street** which will provide access to all areas for people with SEN and disability
- The new build design includes investigation of impact of layout, environment and lighting for children with disabilities and other SEND
- The Lift to be installed will provide access to all areas
- Improved signage for people with a visual impairment
- **Possibility of a new build for students at KS4**, as part of the Porlock/Beormund mixed use re-development project being explored by Southwark Regeneration Team

**Access to Information**

This involves improving the delivery of information to any member of the school community who has a disability

**The school has in place:**

- Arrangements for liaison with the Speech and language team from Guys & St Thomas's to assess, support and train staff (teaching and non-teaching) in strategies for working with and adapting work for pupils with language deficits and impairments
- Provision for parents and carers to have access to information about organisations and groups, who can support families of children with SEN and disabilities, e.g. Southwark Information and Advice Support Team (SIAS), school nurses, etc.
- Mechanism for updating parents on changes to the curriculum and / or information on pupil progress, via written letters, the schools website and termly newsletters

**Further information and advice**

[http://www.2.southwark.gov.uk/info/200279/parenting\\_support\\_and\\_courses/1700/southwark\\_information\\_advice\\_and\\_support\\_team\\_sias](http://www.2.southwark.gov.uk/info/200279/parenting_support_and_courses/1700/southwark_information_advice_and_support_team_sias)

[https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools\\_online.pdf](https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf)

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

### Access to the Curriculum 2017-2020

Area	Current Barrier	Objective	Actions	Time-Scale
<b>ICT</b>	ICT hardware and software may not always be appropriate or accessible for pupils with a disability i.e. hearing or visually impaired, students with ADHD	To ensure that all pupils have access to appropriate equipment and software for their needs	To purchase suitable hardware e.g. keyboards and appropriate software to support the needs of pupils with a visual impairment	Autumn term 2017
<b>School trips</b>	Some school trips may not always be suitable for pupils with disabilities	Ensure that consideration has been given to pupils with disabilities	To plan school trips which include all pupils and that a pre-trip visit and risk assessments includes careful consideration of provision for pupils with disabilities.	When planning all school trips

### Access to the physical environment

Area	Current barrier	Objective	Actions	Timescale
<b>Classrooms and corridors</b>	Children with disabilities may find aspects of the environment affect their ability to learn e.g. light intensity in rooms, noise levels at lesson change overs, etc.	Identify and seek to address those barriers to learning	Investigate the impact of layout, environment and lighting on children with specific additional needs.	Summer term 2018
<b>Offices and reception</b>	The current office and reception areas at KS3 & KS4 does not have access for wheelchair users	To provide full access for wheelchair users	New build at KS3 will provide full access for all users of the school. At KS4 – the head of schools office has been relocated to the ground floor to facilitate access	Building work at KS3 due for completion April 2020
<b>Assembly hall and top corridor</b>	Some signage is difficult for people with a visual impairment to read	Improve visibility of signage	Review and improve, where necessary, signage for people with a visual impairment	Immediate

**Access to Information 2017-2020**

<b>Area</b>	<b>Current Barrier</b>	<b>Objective</b>	<b>Actions</b>	<b>Time-Scale</b>
<b>School hall</b>	The sound system is unreliable and outdated which means that some children and parents may be unable to hear what is being said in assemblies and presentations	To enable all members of the school community to hear clearly in assemblies, presentations and school performances	Replacement of the sound system in the school hall	Provision to be made in 2018-19 budget for replacement system; and new system installed by summer term 2018
<b>Communication with Parents</b>	Some parents are not able to access the information sent out by school	To ensure that information the school provides is available to all parents	All letters from school are written in plain English and printed in Arial font 12. A larger font to be provided on request. The schools newsletters will be published on the website	Immediate – Autumn 2017
<b>Website</b>	Not all parents appear to be able to access information on the school website <a href="http://www.silsschools.org">www.silsschools.org</a>	To identify what the barriers are and seek to remove them	Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate	Spring Term 2018