



Silsden Primary School

Accessibility Plan 2026-2029

Adopted by Governing Board March 2026

Review Date. March 2027

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Statement of intent

This plan outlines how Silsden Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Improving Curriculum Access

Target	Action	Outcome	Timescale	Success Criteria	Monitoring / Review
Ensure that teaching and learning meet the needs of all learners through effective quality first teaching.	<p>Class teachers to use the provision first prompts provided by the Bradford SCIL's team.</p> <p>Targets are set (taken from Bsquared) for Individual Education Reports (IEP's) to meet individuals needs.</p> <p>Implementation of strategies from training with Bradford SCIL of adaptive teaching e.g widget word mats/colourful semantics.</p>	All pupils are able to engage in all lessons within the taught curriculum.	Ongoing.	<p>Monitoring of lessons</p> <p>Book Looks – evidence indicating that needs of all learners are being met.</p> <p>Pupil Voice</p>	<p>By KR/ AOH/ OG</p> <p>Phase Leaders</p> <p>SCIL's Teachers</p>
Ensure computer provision for all pupils identified as requiring assistive technology.	<p>All classes to ensure they have access to the technology listed on pupil passports.</p> <p>Training on specific technologies for all staff members.</p> <p>Share assistive technology support Apps with parents that can be used by pupils at home.</p>	Improved attainment and progress for SEND students	Ongoing	<p>All SEND students who require Assistive Technology can access the curriculum and achieve.</p> <p>Teachers plan adapted tasks for pupils using Clicker etc</p>	<p>By KR/ AOH/ OG</p> <p>Phase Leaders</p>
Continue to raise awareness of disability issues and provide training relating to health	Provide training / Refresher training and awareness for staff to meet pupils needs.	Silsden primary School will continue to be a fully inclusive school.	Ongoing	Whole school community is aware of issues relating to access.	All Staff

conditions such as epilepsy, PEG Feeding, Stoma Training and the use of EpiPens.	Ensure Medical Tracker is kept current and all staff are aware of high needs pupils in school.				
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum, including visits and residential, as well as extra-curricular provision.	<p>Review all out of school provision to ensure compliance with legislation.</p> <p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p> <p>Personalised risk assessments and access plans will be written for pupils with high needs. Ensuring that the actions include emergency evacuation, and staff are capable of carrying out procedures on the risk assessment.</p>	Silsden primary School will provide a range of learning opportunities inside and outside of the classroom that are inclusive for all pupils.	Ongoing	<p>SEND pupils will participate in experiential learning outside of the classroom that will enhance their learning journey at Silsden Primary School.</p> <p>Personalised risk assessments and access plans will evidence that appropriate considerations have been made.</p>	<p>By AOH/OG</p> <p>Phase Leaders</p> <p>SAB / KR</p>
To ensure the required accessibility arrangements are in place for September 2026, for pupils starting at Silsden Primary school and for Year 6 transitioning to their secondary schools.	<p>To liaise with Local Nurseries and Secondary schools to identify pupils who may need additional to or different from provision to access the school day.</p> <p>Existing paperwork will be shared with children's secondary schools.</p>	Silsden primary School will continue to be a fully inclusive school and appropriate provision will be implemented for each pupil.	May – Sept Annually	Procedures/ equipment/ training required is in place for when children start Silsden Primary School or their new secondary school.	<p>By AOH/OG</p> <p>Early Years Leader</p>

	The school will put appropriate provision in place to meet the needs of pupils starting in September 2026.				
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Planning duty 2: Improving Physical Access

Target	Action	Outcome	Timescale	Success Criteria	Monitoring / Review
Ensure no student is excluded from accessing the premises.	<p>To conduct an annual audit of school premises taking into account the specific needs of any student either current or prospective.</p> <p>Liaise with external agencies if required</p> <p>Termly emergency evacuation carried out so staff are clear on procedures and are capable of carrying them out with our high needs pupils.</p> <p>Classrooms are accessible to all students (spaces allow for access along with door openings/ramps and working lifts).</p> <p>Equipment/Lifts serviced when required.</p> <p>EVAC training to ensure safety in the event of a fire.</p>	All students can access all areas of the school and feel secure in their classrooms.	Annual Audit.	All pupils will be able to access all parts of the school building.	<p>KR/ AOH/ OG</p> <p>SAB</p> <p>Site Manager</p>

	The school will take into account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as lighting and colour schemes, clear signage and accessible facilities and fittings.				
	When developing the school site further (primary focus being the Barn) , school will ensure that consideration is taken to facilitate accessibility for pupils, staff and parents with disabilities.		26/27	The Barn will be completely accessible for all pupils, staff, parents and visitors	KR
	The path from the carpark is not wide enough for pedestrians to safely pass and pupils/visitors/staff with disabilities to access the carpark.		Summer term 2026	The path to the carpark to the main school will be a min 1.8m wide with a drop kerb to the crossing	AHollingworth

Planning duty 3: Improving Delivery of Written Information

Target	Action	Outcome	Timescale	Success Criteria	Monitoring / Review
To enable improved access to written	Create and offer written material (for example, school	The school will be able to provide written	As required	Delivery of information will be accessible to all.	AOH / OG Head Teacher

<p>information for pupils, parents and visitors.</p>	<p>brochures, school newsletters) available in alternative formats, if requested.</p> <p>Continue to develop use of the Arbor App for communications.</p> <p>Improve use of Social Media where possible.</p> <p>Access arrangements are considered and put into place for statutory testing – SAT's , Phonics Screening, Times Tables Test.</p> <p>The school will make itself aware of the services available through the LEA for converting written information into alternative formats.</p> <p>Use widget to translate any documentation, if requested.</p> <p>If requested, make aware to EAL families the website option to translate.</p>	<p>information in different formats when required for individual purposes.</p>			<p>Admin Staff SAB/ KM Bradford Specialist Teachers.</p>
<p>Ensure that reasonable judgements are made for parents with a disability, medical condition, or other access needs so that they can support their child's education and</p>	<p>Arrange interpreters to communicate, if required. Offer a telephone call to explain letters home for some parents who need this.</p> <p>Adopt a proactive approach to identifying the access</p>	<p>All parents can access and learn about their pupil's progress and time whilst with us at school.</p>	<p>Ongoing</p>	<p>To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's exaction.</p>	<p>AOH / OG Head Teacher Admin Staff SAB/ KM</p>

can be involved in the wider school community life.	requirements of parents and make reasonable adjustments where possible.				
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Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. [SEN governor to report on progress of this plan to SPW committee twice a year.](#) The next scheduled review date for this plan is **April 2027**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.