



**SIAL**.school  
Bilingual English/Italian

**SIAL**

**Policy for  
School Accessibility Plan**

**Last reviewed February 2025  
Next review February 2026**

At SIAL our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality 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.

## **PURPOSE OF PLAN**

This plan shows how SIAL intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

The Accessibility Plan addresses:

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

We acknowledge that there is a need for outgoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies:

Curriculum

Inclusion and Equal opportunities

Health and safety

Special educational needs

Positive Behaviour – Rewards, Discipline and Pastoral Care Code of Practice

Prevention of bullying

Safeguarding children

Teaching (Curriculum and Planning)

## **CONTEXTUAL INFORMATION**

The school is located in two adjacent buildings (154 and 156 Holland Park Avenue) which are internally connected via an internal bridge. Both buildings are 'listed' building. We are fully conscious of the limitations of the 'listed' buildings, but we will continue to look at possible ways to make the buildings more accessible for wheelchair access or those with severe mobility problems.

The school is on a bus route, is mid-way point between Shepherd's Bush and Holland Park tube stations and close to Shepherd's Bus railway station. Shepherd's Bush tube provides lift access, Holland park is not step-free. The over ground station provides a manual ramp for accessing the train.

In October 2016, 156 became the extension to the existing school, SIAL located next door at 154. The design of the proposal for the school extension has been developed through consultation with the Royal Borough of Kensington and Chelsea Planning department and an Approved Building Control Inspector.

### **Entrance to the school**

To access both the buildings there are 4 steps up to a front patio. There are also a further 4 steps up to the front doors.

A ramp could not be built. Between Holland Park Avenue public footway and the internal finished floor level is a height difference of 1.35m with two short rise flight of steps to overcome this. To provide a ramp was not feasible due to the length that would be required. For example at 1:15 a total length including landings would be in excess of 27m. The only alternative would have been to provide access via a stair platform lift, subject to Planning Approval, however, the access consultant recognised that the provision of either a ramp or lift bring no real benefit as there is minimal space on the ground floor and no lift access to the upper levels.

Step-free entry in to 154 by whatever method would allow people to enter at the upper ground floor level and then access two classrooms, and step-free entry to 156 would allow people to enter at the upper ground floor level and then access the administration office, teacher's room and one classroom along with the accessible WC, but with no further access to other parts of 156 or 154 from this location, making these areas accessible on their own has been recognised as meaningless by the access consultant.

In addition, there was not sufficient space within the buildings to further increase access to other areas for people who cannot negotiate stairs by an internal lift, passenger or platform. The provision of a lift is space hungry and in these particular sites it would result in loss of ether circulation space or teaching space, so it was seen as not reasonable.

However, the school does recognise that reasonable adjustments should be made to provide access for as many other disabled people as possible.

### **Inside the buildings**

At 154 the school occupies 2 floors. On the ground floor there are 2 classrooms. On the first floor there is our EYFS and three classrooms. There is a flight of 16 steps up to the first floor, a further three steps inside the corridor leading to the EYFS classrooms and 4 steps more leading to the three classrooms.

At 156 the school occupies 4 floors. On the ground floor there are the reception, the Heads' office and a classroom. On the first floor there are 2 classrooms and a teaching room. The second floor houses one classroom and a teaching room. At the third floor there is only one classroom. There are several steps to reach each floor.

The two buildings are connected by an internal glass walkway.

The hall, playground and dining room are situated in the lower ground floor across the two buildings, which is 12 steps below the entrance level (access is from 154).

Toilets are located on the first floor at 154, on the lower ground floor (where the hall and the dining room are) and on all floors at 156 and identified as for pupil or adult use. In addition, at upper ground floor level of 156 an accessible WC is provided.

For the explanations given above, the access consultant recognised it was not reasonable to provide a lift in the building due to the lack of benefit that could be gained from one. At present we have no wheel-chair dependent pupils, parents or members of staff, but we had one in the past and we were able to accommodate the child using the classrooms at the ground floor.

Contrast between floor/walls, walls/ceiling and doors/walls is provided at the required level of contrast to be no less than 20 points Light Reflective Value (LRV) difference. All door handles, support rails in the accessible WC contrast with their background. Lighting levels meet with current guidance for stairs.

### **CURRENT RANGE OF KNOWN DISABILITIES**

Currently, the school has no children, parents/carers or members of staff with physical disabilities. All forms of disability would be evaluated on an individual basis in discussion with the parents/carers or members of staff - limited hearing or vision would definitely not be impossible.

### **INCREASING ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM.**

SIAL is committed to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club/school trip attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for dyslexia, differentiation and recording methods  Online learning modules if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	As required	Head SLT	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	On-going	SLT Key-stage coordinators	Gradual introduction of disability issues into all curriculum areas
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Ensure disabled children can take part equally in breaktime, lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school	As required	SENCO	Disabled children feel able to participate equally in all activities

Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports  Seek disabled sports people to come into school	As required	PE coordinator	All to have access to PE and be able to excel
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## IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

SIAL is continuing to grow and develop. Provision, in exceptional cases, will be negotiated when specific needs of pupils, parents/carers and staff are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Target	Strategies	Time-scale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents, carers  Ensure the school staff & governors are aware of access issues	To create access plans for individual disabled pupils as part of the IEP process when required	As required	SENCO	IEPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and ongoing if required	Head	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers	Annually	Head	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	SLT	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	SLT Governors	Re-designed buildings are usable by all
Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils	As required	Head	All disabled pupils and staff working alongside are safe in the event of a fire

Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek support from LA HI and VI advisory teachers	As required	SENCO	All children have access to the appropriate environment
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## IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO PUPILS, STAFF, PARENTS/CARERS AND VISITORS WITH DISABILITIES

This will include planning to make written information that is normally provided by the school to its pupils, parents/carers, staff and visitors available to disabled pupils, parents/carers, staff and visitors. Examples might include handouts, textbooks and information about school events. The information should take account of everyone's disabilities and preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils, parents/carers and staff we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Signage around school to be in English and Italian and braille if that becomes required	Displays around the school to be in English and Italian as much as possible	On-going	SLT/Office/Teachers	ALL People feel they are welcome in school
	We will place braille signs if we have a visually impaired member of the school community	As required	SENCO	ALL People feel they are welcome in school
Provide information in English and Italian wherever possible	Ensure website is always up-to-date in both the English and Italian version	On-going	Website manager	All parents/carers understand what are the headlines of the school information
	Provide information, letters and bulletins in both English and Italian if required	As required	SLT/Office/Teachers	All parents/carers understand what are the headlines of the school information

	Access to translators to be offered	As required	SLT/Office/Teachers/TAs	Pupils and/or parents/carers feel supported and included
Provide information in other languages if required	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English/Italian  School office will support and help parents to access information and complete school forms	During induction  On-going	SLT/Office/Teachers  School Office	All parents receive information in a form that they can access
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	School Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	As required	SENCO	Staff produce their own information