

Southcote Accessibility Plan 2020-2023

Physical Environment

Outcomes	Responsibility	Timescale	Outcome Achieved?
The buildings and grounds provide reasonable access for children and adults	All staff	On-going	The building and grounds remain accessible to adults and children. Appropriate seating is available at main entrance point
The site provides sufficient accessibility via the main car park and main pedestrian routes to the building	Leadership Team	On-going	There is accessibility from the car park and the pedestrian route into the school building
Disabled parking is available in the school's carpark	Leadership Team	On-going	The disabled parking space is as close as possible to the school entrance
The evacuation exits and procedures consider the needs of disabled persons and are without obstacles	Federation Business Manager	Termly evacuations in place	The evacuation exits are without obstacles. Personal evacuation plans are available for those needing them. Evac chair and buddy system in place
Disabled toilet facilities are available with adequate space for a changing mat	Leadership Team	On-going	Disabled toilet available in main school entrance. Alternatives available within school buildings
Pathways are accessible for wheelchairs with ramps provided where necessary	Federation Business Manager	On-going	Pathways are accessible for wheelchair users
Corridor routes are accessible and not cluttered, with doors that can be held back when required	Federation Business Manager	On-going	Corridors are clutter free and doors can be held back.
School signage is clear and uncomplicated	All staff	On-going	Signs are clear and easy to read
Premises are well lit. Adequate lighting and windows are available	Federation Business Manager	On-going	The school building is well lit. Windows have blinds to use if needed
Appropriate seating plans are implemented to accommodate visual and hearing impaired pupils following advice from the Sensory Consortium Service	All teaching staff	On-going	Advice is received for pupils with hearing and visual impairments. The school works in liaison with Sensory Consortium and relevant multi agencies



Furniture and fittings are appropriate for access needs e.g. height of tables/chairs/sinks, writing/reading slopes etc	Leadership Team	On-going	Furniture and fittings are appropriate.
Training is delivered by the SEND coordinator with external professionals as necessary	Leadership Team	On-going	The SENCo has delivered training on provision and provision planning.
Care plans are in place for pupils with medical conditions. Advice and training is provided by external medical professionals	Leadership Team	On-going	Care Plans are in place for individual pupils and these are regularly updated. Staff receive annual training by external medical professionals.
Group rooms are available for pupil intervention or additional breakout spaces	Leadership Team	Ongoing	Group rooms and breakout spaces are available.



Curriculum Access

Outcome	Responsibility	Timescale	Outcome Achieved?
Training/refresher training is provided for teachers and support staff re certain aspects of SEND	Leadership Team	On-going	The SENCo in liaison with other professionals delivers training to staff when required
Staff are provided with links to external agencies for information and advice	Leadership Team	On-going	The SENCo provides staff with contact details of external agencies when needed
Out of school activities are carefully planned to ensure participation for all pupils	Leadership Team	On-going	Risk assessments are carried out for individual pupils if required
Transport arrangements for any out of school activities consider the needs of pupils with SEND or medical conditions	Leadership Team	On-going	Coach company informed of additional requirements for individual pupils when needed
Classrooms are furnished with appropriate equipment to promote the participation and independence of all pupils	All staff	On-going	Specific resources are purchased to support pupils with additional needs
ICT provision is utilised if required e.g. keyboard skills instead of handwriting	Leadership Team	On-going	Computers, Interactive Whiteboards and iPads are available should these be required by pupils
Access arrangements are made to provide for specific situations e.g. additional time for taking tests, larger print materials	Leadership Team	On-going	Access arrangements are organised by SENCo for individual pupils when taking tests
Planning is adapted and differentiated to provide opportunities for all pupils to achieve, this may include providing alternative activities	All teaching staff	On-going	The SENCo supports staff to plan for pupils of all abilities. 1:1 provision is planned by the SENCo for pupils with EHCPs
Specialist resources are available via external specialist services e.g. the Sensory Consortium Service	Leadership Team	On-going	The SENCo liaises with the Sensory Consortium regarding resources as appropriate



PE curriculum is reviewed to ensure all pupils can participate	Head of Inclusion & PE coordinator	On-going	Rising Stars has been purchased. Ability levels are considered when considering sports and equipment needed
Lunchtime and after school activities are reviewed to ensure all pupils can participate	Head of Inclusion/HoS/Exec Head	On-going	External club providers are aware of additional needs and pitch their offering to an appropriate level



Information Access

Outcome	Responsibility	Timescale	Outcome Achieved?
Liaison takes place with external agencies for the support of pupils with specific needs	Leadership Team	On-going	The school liaises with external professionals to meet the needs of pupils as required
School brochures/newsletters and other information can be provided in different formats if requested	Admin Team	On-going	Different formats are available from the school office and translation can be provided
The school website displays information in simple formats	Strategic Lead	On-going	The website is easy to navigate and has a translation facility
Parent meetings and pupil learning are presented in a user friendly way e.g. verbal, written , symbols, use of ICT	Leadership Team	On-going	Regular meetings take place and parents are provided with easy to read reports as well as verbal feedback. Feedback in pupil books is through colours and symbols which can easily be explained to parents. Tapestry is used for FS1/FS2 to provide videos and communication to parents. Photos and comments can be submitted by parents to ensure engagement
Access to information issues are raised in parent/teacher meetings to uncover any specific needs e.g. different languages	All teaching staff	On-going and specifically at termly Parent Viewing appointments	Teachers ask specific questions during 1:1 meets prior to a pupil beginning school in Reception.
Communication/information for any hearing/visually impaired members of the school community is adapted to suit needs	All staff	On-going	Where needed the information provided to parents is adapted.
Visual timetables are used in all in classrooms	All teaching staff	On-going	Visual timetables are used in all classrooms. As part of the Induction process, new members of staff receive training from the SENCo about how to use the timetables effectively.



Systems are used consistently across the school e.g. symbols for success criteria and the marking/feedback procedures	All teaching staff	On-going	School staff consistently use symbols and colour spots within pupil feedback.
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