

Southlands School
Accessibility Plan for the period December 2021 to December 2024

Legal Status:

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)

Our school Strategy:

- Our school strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA), as amended.

Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Availability:

- This policy is made available to parents, carers, staff and pupils from the school office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal Alison Priddle.
- The Proprietors undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Alison Priddle Principal

A handwritten signature in black ink, appearing to read "A. Priddle", written in a cursive style.

Date: December 2021

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Target	Tasks	Timescale	Related Policies	Finance	Responsibility	Monitoring	Success Criteria
<p>ACCESS TO ICT</p> <p>Ensure access to computer technology appropriate for pupils with disabilities including auxiliary aids or communication devices where needed and equipment designed to engage students in extracurricular activities.</p>	<ul style="list-style-type: none"> ▪ School staff to update on available technology on a termly basis. ▪ ICT Teacher to be involved in the Middle Leader Group and improving ICT across site and school. Attend SMT meetings where necessary. Lead on School ICT based CPD. 	As required	<p>School Equality & Diversity Framework</p> <p>Curriculum policy</p>	Up to £1000 ICT designated budget (further funds available as this is a key priority area)	Head of Education	Principal	<p>Access to appropriate computer technology will be improved for all disabled pupils where needs are identified.</p> <p>Students demonstrate improved engagement in education and outcomes.</p> <p>Increased attendance and engagement in extracurricular ICT based activities.</p>
<p>ACCESS TO CURRICULUM</p> <p>Reflect identified areas of need in lesson planning and delivery.</p>	<ul style="list-style-type: none"> ▪ Incorporate protected characteristic awareness into all planning of lessons including extra support, 1-1 teaching, extended times and home based learning. 	September 2022 – July 2023	<p>Equality & Diversity</p> <p>Inclusion</p>	Learning and Development budget.	<p>All teaching staff.</p> <p>Wellbeing Team</p>	Head of Education	Improved access to curriculum for all pupils including those who are pregnant, pupils who have recently

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<p>Improve provision for the students</p>	<ul style="list-style-type: none"> ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties. ▪ Purchase of resources to increase student participation. ▪Regular meetings between teachers and the Head of Education to ensure curriculum is appropriate and relevant. ▪Subject policy in place for each curriculum area. ▪Curriculum Intention Plans to reflect current access and progress and identify next step actions. ▪Further embed working practices with the Wellbeing Team to ensure appropriate guidance ▪ASD friendly environment – environment audits to be completed by the Wellbeing Team and Education staff ▪Curriculum tailored to the needs of pupils through Student Development Plans and termly check ins. 		<p>Curriculum policy</p> <p>Individual Subject Policies</p> <p>Remote Learning Policy</p>	<p>Education budget.</p> <p>Pupil Premium Budget</p>			<p>given birth, pupils under Gender reassignment and pupils with partial hearing.</p>
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<p>Ensure provisions are made to reduce the negative impact of COVID-19</p>	<ul style="list-style-type: none"> ▪ Intervention Manager to implement, track and create next steps for interventions across the school. ▪ Blended learning approach ▪ Implementation of online learning tools ▪ Increased purchase of laptops for staff and students. 						<p>Positive feedback from students, parents and carers regarding school's response.</p> <p>Pupils access the school or remote environment.</p>
<p>INVOLVEMENT IN THE SCHOOL</p> <p>Prioritise student participation in school activities.</p> <p>Ensure all students are aware of diverse groups, by educating pupils we can eliminate discrimination and other prohibited conduct</p> <p>Raise awareness of disability through the curriculum</p>	<ul style="list-style-type: none"> ▪ Promote student awareness of the rights of the child, especially Article 23: Children should have special care & support if they need it. ▪ Ensure student activities are accessible to all students including workshop, outdoor activities and PE. ▪ Update behaviour/anti bullying policy and make students aware of changes. ▪ Set timetabled sessions for PDL led by tutors and monitored by PDL lead. ▪ Assemblies, celebration days and theme weeks focused on disability. 	<p>By September 2023 (Covid dependent)</p> <p>By September 2023 (Covid dependent)</p>	<p>Citizenship & PSHE</p> <p>Participation & Involvement framework.</p> <p>School risk assessments.</p> <p>Anti bullying. Behaviour Policy/ pupil version</p>	<p>N/A.</p>	<p>Head of Education</p> <p>Staff</p> <p>Care staff</p>	<p>Principal</p>	<p>Increased participation in school life for students with disabilities.</p> <p>Inclusion in all school related activities eg assisting with childcare for maternity based students.</p> <p>PDL audit demonstrates improved impact of new model.</p> <p>Pupils attend assemblies, and can articulate the theme of the week. Pupils are aware of the</p>

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<p>Ensure the quality of therapeutic services continues to improve, thus improving student's involvement in school.</p>	<ul style="list-style-type: none"> ▪Charitable events are already in place, where pupils take ownership of events to promote equality. ▪Wellbeing Team on site working cohesively with Edu and Care Teams. ▪Further embed therapies into the curriculum through increasing universal, targeted and specialist provision. Dedicated intervention time attributed to timetables. 						<p>theme, and can discuss and debate issues surrounding these with adults and peers.</p> <p>Assessment used to enhance accessibility of provision for pupils.</p> <p>Teacher adapt and differentiate learning activities in collaboration with therapists.</p>
<p>SCHOOL POLICIES</p> <p>Ensure all policies consider the implications of Disability Access, Inclusion for all groups, appreciating for equality & diversity and anti-bullying behaviour.</p>	<ul style="list-style-type: none"> ▪ To update all school policies to run in line with the 2010 Equality Act and to consider all protected characteristics. ▪ To ensure all students are free from Direct, Indirect discrimination, Harassment and Victimisation. 	<p>Ongoing</p>	<p>All Policies.</p>	<p>n/a.</p>	<p>Principal</p>	<p>Regional Lead</p>	<p>Access to all aspects of school life for all students.</p>
<p>SCHOOL BUILDINGS</p> <p>Review and ensure that access to school buildings and site can meet diverse pupil needs including access for wheelchair bound pupils.</p>	<ul style="list-style-type: none"> ▪ Accessibility & clarity of signs around school. ▪ Clear identification of room functions. 	<p>Ongoing - when required</p>	<p>Inclusion Risk assessments</p>	<p>Applicable budgets</p>	<p>Head of Education Senior Teacher</p>	<p>Principal</p>	<p>Access to school buildings and site improved including toilet, computer and learning facilities.</p>

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	<ul style="list-style-type: none"> ▪Clear pathways without obstruction ▪Weekly educational walk around ▪Environmental audits 				Wellbeing Team All staff		
<p>CLASSROOMS</p> <p>Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs & actions for future improvements.</p>	<ul style="list-style-type: none"> ▪ Plan classrooms in accordance with pupil need.- lift if required ▪ Organise resources within classrooms to reflect student need. ▪ Incorporate accessibility into any proposed structural alternatives. ▪ Provide quiet areas within the school. ▪ Look at accessibility in all areas of school life including Workshop facilities/PE arrangements and qualifications. Weekly educational walk around. Environmental audits. 	Ongoing (By May 2023)	Teaching and learning policy Individual subject policies.	Education budget as needed.	Head of Education	Principal	<p>Appropriate use of resources for diverse needs of pupils with disabilities.</p> <p>Comic strip conversations, Social Stories and visual guides prepare students for any changes.</p> <p>Appropriate classroom displays designed to support students learning needs balanced with their therapeutic needs.</p> <p>All learning areas have improved accessibility.</p> <p>Students accessing and using quiet</p>

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							spaces around the school.
<p>NEWSLETTERS & DOCUMENTS</p> <p>Availability of newsletters and school documents in alternative formats to be sent to all pupils in the company to be more aware of school life when required.</p>	<ul style="list-style-type: none"> ▪ Letters in first language. ▪ Large print & audio when required. ▪ Social Media/website ▪ E-mail. 	Ongoing.		As required – Education budget	<p>Head of Education.</p> <p>SEND Administrator.</p>	Principal.	Information to pupils with disabilities and parents / carers will be improved.

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