



Southlands School

Accessibility Plan

2023-2026

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Signed by:

Headteacher

Date:

Chair of governors

Date:

Aims of the Accessibility Plan

This plan outlines how Southlands 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 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 must 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 Head Teacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The governing board will undertake an annual Accessibility Audit.
- 1.2. 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.
- 1.3. 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
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members to receive training in Autism to support our new cohort of students	INSET provided to staff members On line Training for teachers	Headteacher, SLT	Summer 2023	Staff members have the skills to support pupils with ASC diagnosis	Spring 2024
Medium term	Staff to assess the suitability of the curriculum for our changing cohort.	Needs of pupils with ASC are incorporated into the planning process	Heads of Department	Autumn 2024	Planning of curriculum to take into account the needs of ASD students.	Summer 2024
Long term	Need as the ASC cohort grows for a designated 'calm' and staffed sensory areas across the school	Provide sensory 'calm' area to support ASC students.	Headteacher, SLT OT	Autumn 2023	Pupils with SEND can access a range of sensory areas to regulate and calm.	Autumn 2024

Planning duty 2: Physical environment

Southlands will take account of the needs of pupils and visitors with physical difficulties, sensory impairments and other diagnoses when planning and undertaking future improvements and refurbishment of the site and premises. We are reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings. This is an ongoing process and takes in account the changing needs of our cohort.

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible or not and access the medium we used to notify parents/carers.	Audit of information and delivery procedures via the Autism in Schools Program	Head teacher and SLT. HODs	Autumn 2023	School is aware of accessibility gaps to its information delivery procedures.	Summer 2024
Medium term	To decide what software packages to use to transmit information to parents in an accessible way.	Provide written information in alternative formats. Investigate different communication software.	Head teacher and SLT	Autumn 2023	Written information is fully accessible to all parents and new software is being use to help communicate this effectively.	Autumn 2024
Long term	School website is not accessible to children with SEND	Audit of website	Head teacher and SLT	Autumn 2023	Website is fully accessible with home learning opportunities for students	Autumn 2024