

Accessibility Plan

April 2021
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Our Vision

Every pupil who comes to Southgate will be welcomed and valued regardless of their special educational need, physical disability, sexuality, culture, race or gender. We provide a rich, varied, personalised and adapted curriculum. The curriculum is focused on reducing anxieties and promoting engagement, so that pupils can be challenged appropriately. This is to help our pupils acquire the knowledge, skills and confidence, and develop the emotional self-regulation which will enable them to lead as full, interesting and independent lives as possible.

Southgate School

Southgate School is a special school, for pupils with complex needs, which opened in June 2017 following extensive renovations to an existing building. This was carefully planned to accommodate both the pupils we currently have on roll, alongside any potential pupils and their varying needs in the future. Due to the increasing cohort and complexity of need, plans to further adapt the building are ongoing.

As a specialist provision, we aim to fully meet all the requirements noted below and make our curriculum accessible for all. Please refer to the plans included in this policy

Requirements

The Equality Act 2010 requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum. This includes participation in enrichment, off sit activities, trips and visits.
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

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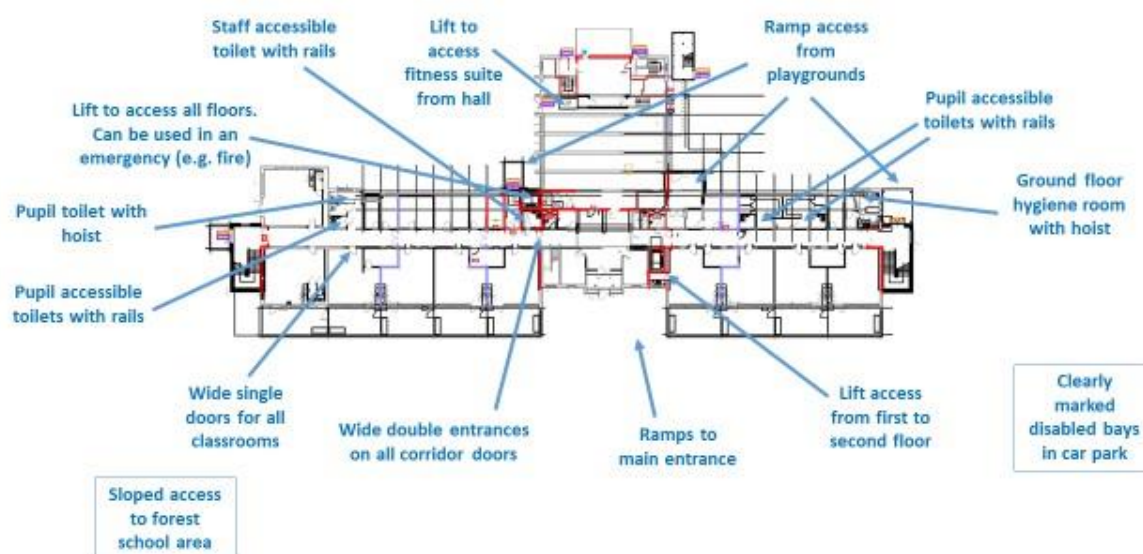
The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

Review:

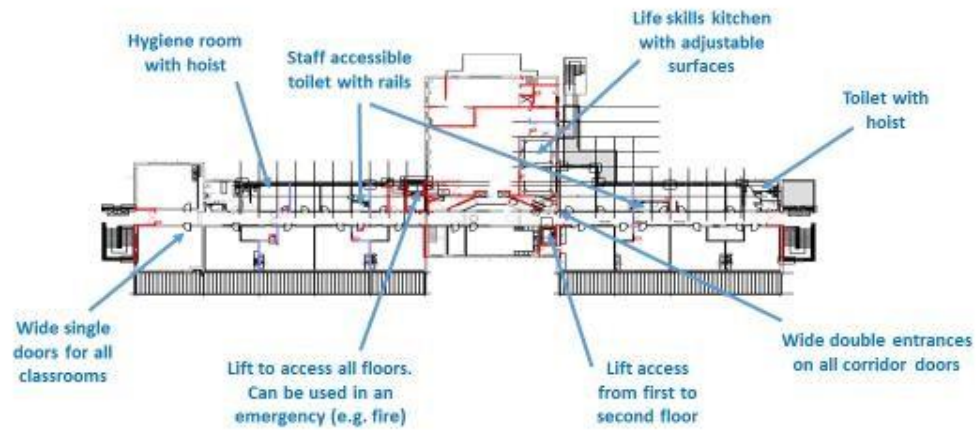
This plan will be continually under review. Where necessary, and on a pupil by pupil basis, reasonable adjustment will be made to enable us to fulfil our vision.

Ground Floor



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First Floor





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Accessibility Priorities – 2021 – 2024

Aim	Target	Actions	Success	Who	When
1. To continue to develop a refined and highly effective three pathway curriculum which enables all pupils to access a supportive, challenging and creative curriculum.	Forest Pathway To further develop the semi-formal curriculum offer, to ensure that all pupils, where communication and interaction is usually the primary need, are sufficiently challenged and supported.	<p>To run pathway meetings where the individual focuses are: Makaton, Intensive Interaction and Sensory Support. This is to continue to develop specialist support.</p> <p>To engage with OT Support to include whole class audits and individual pupil assessments. The primary focus of this is developing the classroom environment and enhancing pupil provision.</p> <p>To deliver the New Curriculum launched in January 2021. This is to be continually reviewed during the term through learning walks, wow moderations and work monitoring.</p>	<p>Each pathways curriculum offer will be highly relevant to each individual. It will recognise the increased diversity and complexity of need within each pathway</p> <p>All school staff will fully understand the refined curriculum and its implementation</p> <p>The new curriculum will have a high impact on pupil outcomes and preparing pupils for adulthood. Pupils will become as independent as possible</p> <p>All pupils will be highly engaged with the curriculum.</p> <p>Class teachers and ETAs will continue to develop specialist ways to engage pupils with the curriculum and support them whilst engaging.</p> <p>The classroom environment will be developed to support pupil's engagement with the curriculum.</p>	<p>SC NF CG BM</p> <p>Class Teachers</p>	<p>Jan 2021 – Summer 2022</p> <p>(Review and extend, alter as necessary)</p>



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	<p>Orchard Pathway To further develop the formal curriculum offer to ensure that all pupils, where cognition and learning is usually the primary need, are sufficiently challenged and supported, whilst having the opportunity to pursue formal accreditation where appropriate.</p>	<p>To run pathway meetings that are class focussed, enabling identification of difficulties relating to each class, a plan showing the formulation of need and a relevant intervention plan.</p> <p>To engage with OT Support this is to include whole class audits and individual pupil assessments. The primary focus of this is developing the classroom environment and enhancing pupil provision.</p> <p>To deliver the New Curriculum launched in January 2021. This is to be continually reviewed during the term through learning walks, wow moderations and work monitoring.</p>		<p>RP KE LR</p> <p>Class Teachers</p>	<p>Jan 2021 – Summer 2022</p> <p>(Review and extend, alter as necessary)</p>
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	<p>Woodland Pathway To further develop the personalised offer for pupils where the primary need is usually SEMH.</p> <p>To continue to develop the individual learner Journey, linking to the pupil's interests and formal and semi-formal curriculum where appropriate.</p>	<p>To run pathway meetings where the individual focuses are: personalised curriculums, SEMH, sensory needs and work experience.</p> <p>To engage with OT Support this is to include whole class audits and individual pupil assessments.</p> <p>New Curriculum Launched in January 2021. To be continually reviewed during the term through learning walks, wow moderations and work monitoring.</p>		SH Class Teachers	<p>Jan 2021 – Summer 2022</p> <p>(Review and extend/ alter as necessary)</p>
	To ensure all staff (teaching and ETAs) are aware of individual pupils' access to	To develop the extended induction format for new staff members (class teachers and etas) including areas focussed around the curriculum and improving		SLT Pathway Leaders Class Teachers JM	Jan 2023



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	the curriculum.	<p>pupil access to the curriculum.</p> <p>To complete wow folder moderation, considering the contribution of all staff members.</p> <p>To ensure class team meetings are focussed around needs relevant to the class and purposeful. This could be collecting evidence against the EHC and ILP targets, looking at the curriculum and lesson planning or focussing on individual</p>	<p>school the options include: Learning strategies, communication approaches for pupils with complex needs, discovering learning potential for pupils with complex needs, makaton Level 1, introduction to coaching and understanding attachment and trauma.</p> <p>The wow folders will show a wider contribution from all staff involved, ensuring they are reflective of the child's progress against all areas of the ILP and EHC.</p> <p>Class Team meetings will be focussed and purposeful, continuing to support pupils progress and engagement with the curriculum.</p>		
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		pupils.			
	To have built on our coaching platform to embed a whole school coaching culture.	<p>Continue with the teacher triad coaching cycle to help improve teaching and learning</p> <p>Use coaching culture course to map out a long-term plan for embedding coaching throughout school, including the role it can play in staff development and quality assurance</p> <p>Embed coaching into SLT ways of working including school development plan</p> <p>Use of coaching increasingly for quality assurance.</p>	<p>A whole school coaching culture will be embedded, this will support pupils in engaging with a supportive, challenging and creative curriculum.</p> <p>The coaching culture will be used for quality assurance across school and ultimately reinforce pupils' access to a supportive, challenging and creative curriculum.</p>	SLT Pathway Leaders Class Teachers	Summer 2022 To be reviewed and planned for moving forward.
2. To develop unique and specialist learning spaces in an environment	To develop the environment and sensory offer for pupils across all pathways, ultimately	Weekly OT support (Extended where necessary) focussing on classroom audits across the pathway and individual pupils' assessments.	<p>Strategies suggested by the OT will begin to be embedded across school to support a reduction in anxiety and pupil engagement with the curriculum.</p> <p>Individual class and pupil environments</p>	OT Pathway Leaders Class Teachers	Summer 2021 (Reviewed and plan moving forward)



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that allows pupils to take advantage of a wide range of educational experiences.	improving their access to the curriculum.	Additional equipment to support pupils sensory needs and their access to the curriculum where appropriate. Whole school OT training.	will be developed to support the needs of the pupils and curriculum engagement.		
	To extend the outdoor provision for all pupils to allow them to engage with a wider variety of curriculum areas.	Outdoor classroom development (2 nd Forest school/ art information) D of E sessions to be implemented across a wide range of classes. Accessibility exemptions to be made where required. (EG – carrying ½ equipment, accessible walks) Opportunities for the outdoor team to link with the class team to ensure they are working towards ILP and EHC targets.	During their time at Southgate pupils will take part in a wide range of outdoor educational experiences. Outdoor educational experiences will be progression planned and accessible for all. Outdoor educational experiences will link to the whole school curriculum and support pupils in developing against different areas of the EHC.	CG SN BW	Summer 2022 To be reviewed and planned for moving forward.



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		<p>The outdoor curriculum to be developed alongside the new curriculum focusing on a staged progression.</p> <p>Cycling curriculum implemented.</p>			
	<p>To have re-established and embedded the Southgate way, ensuring consistent higher expectations of behaviour and attitudes to learning across school.</p>	<p>Re-established Class Dojos and reward systems across the pathways. Learning walk to be focussed on attitudes and behaviour for learning. Individual pathway approaches to be looked at regarding recording of behaviour. Line manager structure. Supervision focussing on developing strategies for individual pupils.</p>	<p>Pupils will become more independent in managing their own behaviour and anxiety levels will reduce.</p> <p>High expectations of pupils will support their engagement in a challenging and creative curriculum.</p>	<p>SLT Pathway Leaders Class Teachers</p>	<p>Summer 2022 To be reviewed and planned for moving forward.</p>

Policy reviewed and updated – April 2021 – N.Fan

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.