

# Accessibility Plan



**Name of Owner:** Ruth Cranmer

**Date:** Sept 2024

**Date of next review:** Sept 2027

**Requires approval  
by Governing Body:** Yes

## **Overview**

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 at the time, 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 school accessible for all. Please refer to the plans included in this policy.

This policy is shared and signed by all the staff at Southgate School and shared on the school's website for all parents and carers to view. If you have any questions in relation to this policy, please email [office@southgateschool.co.uk](mailto:office@southgateschool.co.uk)

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.

## **Our Vision**

Every member of the Southgate School community (pupils, parents and carers, staff and visitors) will be welcomed, valued and included regardless of their disability, Special educational needs or any other protected characteristics.

## **Southgate School**

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## **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 site 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

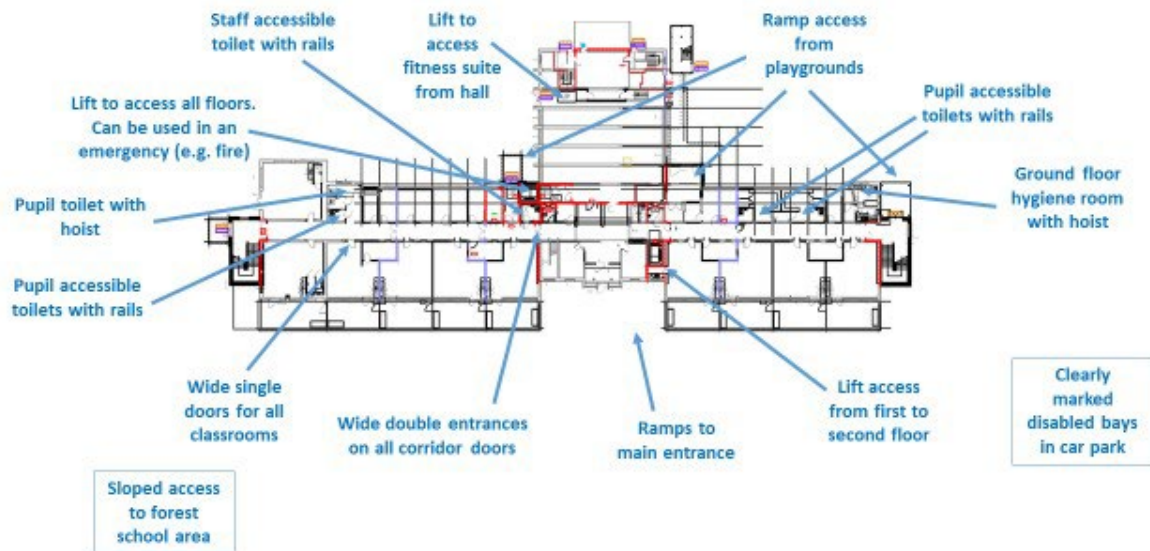
The governing body also recognises its responsibilities towards employees with disabilities, and will:

- 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

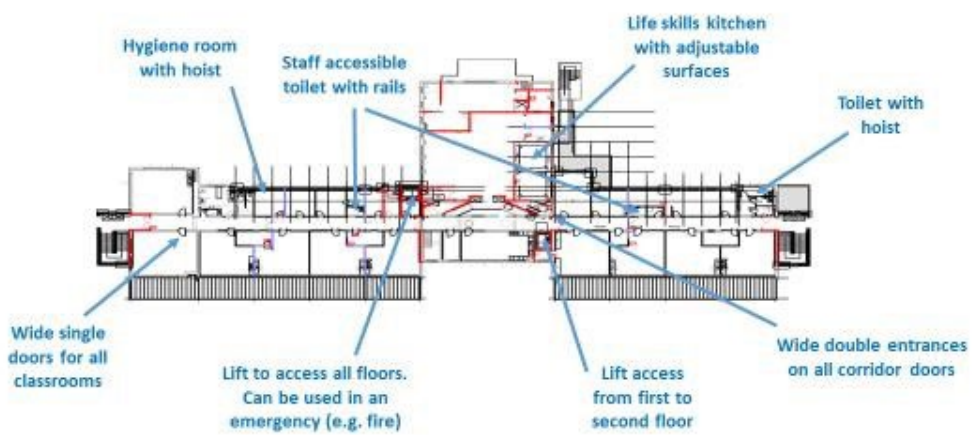
## **Review:**

This plan will be continually under review. Where necessary, and on an individual basis, reasonable adjustments will be made to enable us to fulfil our vision.

## Ground Floor



## First Floor



Aim	Current Good Practice	Actions to be taken	When	Who	Success Criteria
<p>Increase the extent to which pupils with disabilities can participate in the curriculum by ensuring that equality of opportunity is given due regard across the curriculum and all wider aspects of school e.g. trips and residential, enrichment opportunities.</p>	<ul style="list-style-type: none"> <li>-EDI audit of curriculum resources and topic books</li> <li>-Tracker of participation for outdoor activities and residential is already in place to ensure all pupils are included and any barriers are removed</li> <li>-Adaptation or residential e.g. Bendrig Trust &amp; Calvert Trust to support pupils with medical needs and disabilities</li> <li>-Specialist curriculum, specialist staff and specialist resources already in place to meet the diverse range of needs of pupils</li> <li>-Pupil voice obtained regularly by Curriculum Coordinators and Leaders</li> </ul>	<ul style="list-style-type: none"> <li>-Continue with 6 monthly EDI meetings with lead staff and lead governor(s) for EDI to review progress</li> <li>-Expand tracker to include all Personal Development and Enrichment opportunities as the offer continues to widen</li> </ul>	<p>6 monthly</p> <p>Ongoing</p>	<p>Leaders &amp; Governors</p> <p>Lead for Personal Development</p>	<p>EDI will continue to be a priority of the leadership and governance of the school.</p> <p>Any barriers identified in the widening offer of enrichment activities will be overcome to ensure all pupils have the opportunity to fully participate.</p>
<p>To continue to improve its physical environment to enable all members of the community with disabilities to take full advantage of the education, benefits,</p>	<ul style="list-style-type: none"> <li>-Accessibility is prioritised within the building</li> <li>-New developments fully consider accessibility e.g. additional disabled toilet created at the satellite during its development</li> </ul>	<p>-Continue to ensure that any adaptations to the physical environment fully consider accessibility at all stages in the process</p>	<p>As and when</p>	<p>Leaders &amp; Governors</p>	<p>Any developments will maintain or improve accessibility.</p>

facilities and services provided	-Responsive environments to the changing needs of pupils e.g. Sensory Gym developed to meet an increasing range of sensory needs				
Improve the availability of accessible information to all members of the community with disabilities	<ul style="list-style-type: none"> <li>-Website is regularly reviewed to ensure information is up to date</li> <li>-Information for pupils is fully adapted e.g. pupil voice surveys with symbols, Makaton support,</li> <li>-Total Communication Environment, Communication &amp; Interaction Team and commissioning of additional SALT support</li> <li>-Interview questions given in writing in advance of the interview to allow processing time for people with neurodivergence</li> </ul>	-Develop a wider range of accessible formats for key information on the website e.g. videos with auditory information, simple text or summary versions of policies etc.	Ongoing	Business Support Manager	Key information will be available in a range of formats to ensure it is accessible as possible

