



South Hill School's Accessibility Plan 2025

1. Access to the Physical Environment			
Area	Overview of current arrangements	Currently in place	Next Steps
External Physical access to and around the outside of the school	Travel around the external school site is safe. Pathways are maintained. Some blind spots on the school field where plants need cutting back. Pathway to EYFS/KS1 is dark in winter months.	-Continue to maintain good access to the school via clear and unobstructed pathways. - Exterior lighting is checked on a regular basis. -Maintain daily mile route from obstruction and cut back plants.	-Ensure external gate to the school is shut and locked when not in use. -Lights to EYFS/KS1 pathway installed -Sign for reception office door to signal the door opens outwards. -Consider additional external signage to the school (KS2 building, Office, EYFS, KS1)
Internal Physical access around the inside of the school	All classrooms are fully accessible. Travel inside the school site is safe. All classes have had new IWB which are clearer to see. Some classes have a sound system.	-Classroom doors have signs outside	-Change older classroom doors in old building to the new doors. -All classes to have sound systems fitted over time.
Access to accessible facilities	Wheelchair access to all areas. Lift to each floor. Disabled toilets access. Disabled parking spaces. Emergency pull cords in disabled toilets	-Lift checks every 6 months	Consideration of additional equipment if needed in the future.
Emergency and evacuation procedures	Emergency school alarm systems is currently an auditory component with no visual alert.	-Emergency evacuations take place in line with health and Safety requirements	-Review emergency and evacuation procedures in line with being accessible to all pupils with SEND. -Staff to be made aware of pupils requiring visual alerts as necessary.

2. Access to the Curriculum			
Area	Overview of current arrangements	Currently in place	Next Steps
All children have access to the curriculum, differentiated	There are clear and robust policies and procedures for SEND and Inclusion. Adaptations and support scaffolds are used in all lessons.	-Widget visual timetables have been made for all classrooms -Adaptations are regularly reviewed by the SLT	-Review and develop a range of resources available to support children with individual needs. -Regularly review and monitor the

according to need.	Aids to support learning such as fiddle toys, wobble cushions and coloured overlays are readily available. Transition from nursery is strong to identify needs. Inco and teaching team receive regular training.		provision for pupils with individual needs ensuring that passports to success and EHCP targets are strongly implemented.
The learning environment is accessible.	The learning environment is adjusted in order to support the needs of individual pupils. Pupils requiring specialist equipment, such as those with visual or hearing impairments, have their provision regularly reviewed.	-Regular monitoring by Inco of pupils with specific needs' environment -Regular monitoring by SLT of learning environments	-Learning environments/safe spaces are reviewed and at the end of each academic year in preparation for transitions.
Staff working with SEND pupils receive relevant training to fully support pupils	Inco monitors pupils' needs in class across the school.	-Training given to support staff where applicable with an emphasis on 1-1s and specific training	-Inco to review needs of pupils, monitor adult support and provide training and support where needed so that it carefully matches the learning needs of the child. -Inco to support adaptations in learning

3. Access to information

Area	Overview of current arrangements	Currently in place	Next Steps
Information is communicated to parents/carers through a variety of media.	Information can be accessed through a wide variety of written forms including newsletters, flyers and posters. Information can be accessed on screen, through the school website and through texts, Tapestry, ClassDojo and emails. Information is shared verbally, through discussions and meetings. Photos, diagrams and pictures are used to support a written message when possible.	School can access translation provision for parent consultations when required. Messages can be translated into home language when required via Google Translate.	By implementing these strategies, schools can enhance communication with EAL parents, fostering a supportive and inclusive environment for both parents and children.
Information about pupils' learning is communicated clearly to parents and parents are clear about their child's learning	Teachers share pupils' learning levels twice a year at parents' evenings. Parents are given an annual report with detailed information about their child's learning level. Passport to Success meetings with SEND pupils established with clear targets.	<i>Come and see your child learn</i> mornings are becoming embedded at South Hill with a key learning focus. Website curriculum pages explain the curriculum intent. Class pages have knowledge organisers which support pupils' learning.	-Parents meeting to explain the terminology used to assess pupils and the PowerPoint shared on the website -Offer flexible meeting times to accommodate parents' schedules, ensuring that important information can be communicated at a convenient time for them. -Provide more resources and support for parents to help their children learn.

			-Coffee mornings to continue
Family communication and parental engagement opportunities are integral to the school.	Daily parent reading mornings in EYFS and twice weekly in KS1. Family events e.g. litter picking, family home learning activities, school trips. Daily mile Friday – parents welcome. Families invited to class assemblies and school productions. Enrichment events such as International day, sports day with DJ, Remembrance.	SLT and senior staff available daily at the beginning of the day outside at drop off. School pastoral support and Gade family support workers available to support families. Signposting opportunities such as training and family support networks identified and shared with families.	-Continue to create a welcoming and inclusive school environment where EAL parents feel valued, respected, and comfortable participating in school activities. -Coffee mornings to continue to support EAL pupils.