



PCS-STAT-10a

Portchester Community School Accessibility Plan

Improving Access to the Curriculum

Target	Strategy/Actions	Timeframe	Success Criteria
The curriculum continues to be differentiated to allow access for all students	Continued differentiation of the school curriculum Undertake an audit of staff training requirements	Ongoing December 2018	<ul style="list-style-type: none"> Students data shows greater progress across all subjects SLT and Middle Leader lesson observations reflect continued differentiation in class
All out-of-school activities, (including clubs and trips), are planned to ensure the participation of the whole range of pupils	Staff planning out-of-school activities make sure that the trip/club is accessible to all students within the group that the trip/club is designed for Continue with clear routines for trip/club organisation (school requirements in addition to Evolve) Review of clubs currently available and how accessible they are Support staff available if needed to enable SEND student to attend after school clubs	Ongoing Ongoing December 2018 September 2018 – July 2019	<ul style="list-style-type: none"> Increased numbers of students accessing trips/clubs and out of school activities Routines created and followed when planning trips/clubs including liaising with the Learning support department and the medical team regarding students attending the trip/club. Lists to these departments at least 2 weeks prior to the trip/club starting
Classrooms are optimally organised to promote the participation and independence of all pupils	Current classroom layouts audited Classroom layout and access to resources discussed during lesson observation feedback	Via Progress Checks	<ul style="list-style-type: none"> Progress Checks show classroom layouts support participation and independence Outcomes for students improve
Students with a disability and students without a disability are able and	Teaching staff asked to regularly review seating plans and working groups considering	February - reviewed annually	<ul style="list-style-type: none"> SLT and Middle Leader lesson observations report that:



PCS-STAT-10a

<p>encouraged to learn and develop together during lessons</p>	<p>the development of the whole child including social skills and emotional health</p> <p>Seating, choice of working groups discussed in lesson observation feedback</p> <p>Sessions designed to educate students about disabilities</p>	<p>Progress Check observations</p> <p>Ongoing via assemblies, Tutor periods and Enrichment</p>	<ul style="list-style-type: none"> - There are opportunities for students to work independently, in pairs or as part of a group when appropriate - Students that need to work at an accessible desk or closely with an LSA are not isolated • LSA observations show that students have the opportunity to discuss work with peers and have less dependence on support staff
<p>All students have equal opportunity and feel comfortable to move around the school at any time of the day</p>	<p>Interview students. How often are students with disabilities attending subject areas and clubs during break and lunch times</p> <p>Students encouraged to sit in designated places during break and lunch times</p> <p>Students educated on importance of keeping access clear</p>	<p>January 2019</p>	<ul style="list-style-type: none"> • Registers for clubs and revision sessions show increased attendance of students with disabilities during break and lunch times • Student interviews show increased confidence moving around the school and students with disabilities spend break and lunch times in a variety of areas around the school

Improving the Delivery of Written Information

Target	Strategy/Actions	Timeframe	Success Criteria
<p>Improve access to ICT</p>	<p>Review individual student needs and investigate appropriate aids</p> <p>Students taught how to use aids and given the opportunity to practise using them</p>	<p>January 2019</p>	<ul style="list-style-type: none"> • ICT accessibility needs recorded for students and regularly reviewed • Subject teachers know how students need to be supported to access ICT • Outcomes improve
<p>All students have access to written information that is part of the curriculum</p>	<p>Review which students need modified written information</p> <p>IEPs and SIMs provide information on how work needs to be modified for individuals</p>	<p>November 2018</p>	<ul style="list-style-type: none"> • SIMs is accurate and reflects modification needs • EHCPs are used by staff. Evidenced in Progress Checks. • Improved outcomes



Improving the school's physical environment

Target	Strategy/Actions	Timeframe	Success Criteria
Students with disabilities are able to develop social and emotional skills during unstructured times	Interview students for their views Staff support students with disabilities so that they are able to remain with their peers and encouraged to be as independent as possible	December 2018 Ongoing	<ul style="list-style-type: none"> The canteen is used more often by a range of students An increase in students with disabilities socialising with peers in other locations around the school
Students are able to move around the school independently unless prescribed otherwise by EHCP	Improvement of outside surfaces Keys for toilets and lifts easily accessible, including during break times and after school Students education on the needs of some students with disabilities	Ongoing Sept 2018 Ongoing via assemblies, Tutor time and Enrichment	<ul style="list-style-type: none"> All areas of the school are wheelchair accessible. All relevant Y7 and other new students have access to keys/passes for lifts and toilets
Students with disabilities have access to facilities that keep them integrated with their peers as much as possible while also encouraging their independence and protecting their dignity	Access to main changing facilities improved to allow students with disabilities to choose to change with other their peers were appropriate Plan for Male and Female accessible changing facilities that are located as close as possible to the PE changing rooms Main toilet facilities made accessible so that students can choose to use the same toilets as their peers	June 2019 June 2019 June 2019	<ul style="list-style-type: none"> The relevant facilities have been provided. Increased integration of students with disabilities
Students are able to participate as fully as possible in all school activities and events	Lift improvement to allow electric wheel chairs safe access to the stage	December 2018	<ul style="list-style-type: none"> The lift is fully functioning. No student is prevented from participating in an event on the main stage due to accessibility issues.