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 pupils	Continued differentiation of the school curriculum Undertake an audit of staff training requirements	Ongoing April 2022	• Pupils 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 pupils 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 pupil to attend after school clubs	Ongoing Ongoing April 2022 Termly	• Increased numbers of pupils 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 pupils 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 Quality Assurance Process	• Progress Checks show classroom layouts support participation and independence • Outcomes for pupils improve
Pupils with a disability and pupils without a disability are able and encouraged	Teaching staff asked to regularly review seating plans and working groups considering the development of the whole	Reviewed half termly	• SLT and Middle Leader lesson observations report that:

	child including social skills and emotional health		- There are opportunities for pupils to work independently, in pairs or as part of a group when appropriate
to learn and develop together during lessons			
	Seating, choice of working groups discussed in lesson observation feedback	Via Quality Assurance Process	- Pupils that need to work at an accessible desk or closely with an LSA are not isolated
	Sessions designed to educate pupils about disabilities	Ongoing via assemblies, Tutor periods and Enrichment	• LSA observations show that pupils have the opportunity to discuss work with peers and have less dependence on support staff
All pupils have equal opportunity and feel comfortable to move around the school at any time of the day	Interview pupils. How often are pupils with disabilities attending subject areas and clubs during break and lunch times

Pupils encouraged to sit in designated places during break and lunch times

Pupils educated on importance of keeping access clear | Termly | • Registers for clubs and revision sessions show increased attendance of pupils with disabilities during break and lunch times

• Pupil interviews show increased confidence moving around the school and pupils 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
Improve access to ICT	Review individual pupil needs and investigate appropriate aids

Pupils taught how to use aids and given the opportunity to practise using them | May 2022 | • ICT accessibility needs recorded for pupils and regularly reviewed
• Subject teachers know how pupils need to be supported to access ICT
• Outcomes improve |
| All pupils have access to written information that is part of the curriculum | Review which pupils need modified written information

IEPs and SIMs provide information on how work needs to be modified for individuals | | • SIMs is accurate and reflects modification needs
• EHCPs are used by staff. Evidenced in Progress Checks.
• Improved outcomes |

PCS-STAT-10a

Improving the school's physical environment

Target	Strategy/Actions	Timeframe	Success Criteria
Pupils with disabilities are able to develop social and emotional skills during unstructured times	Interview pupils for their views Staff support pupils with disabilities so that they are able to remain with their peers and encouraged to be as independent as possible	Termly Ongoing	• The canteen is used more often by a range of pupils • An increase in pupils with disabilities socialising with peers in other locations around the school
Pupils 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 Pupils education on the needs of some students with disabilities	Ongoing Ongoing via assemblies, Tutor time and Enrichment	• All areas of the school are wheelchair accessible. • All relevant Y7 and other new pupils have access to keys/passes for lifts and toilets
Pupils 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 pupils 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 pupils can choose to use the same toilets as their peers if they are able to	Sept 2022 April 2022 Sept 2022	• The relevant facilities have been provided. • Increased integration of pupils 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	May 2022	• The lift is fully functioning. • No pupil is prevented from participating in an event on the main stage due to accessibility issues.

PCS-STAT-10a