South View Community Primary School

Accessibility Plan

Updated by: Amanda Stewart (SENDCo)

Last reviewed: September 2026

This Plan works alongside the SEND Policy, SEND Information Report and Equality Policy.

At South View Community Primary School, our values reflect our commitment to be a school where there are high expectations of everyone. Children are provided with high-quality learning opportunities so that each child attains and achieves all that they can. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Purpose of the Plan

The purpose of this plan is to show how Southview Community Primary School intends to continue to increase the accessibility of school for pupils with special educational needs and/or disabilities (SEND).

This Accessibility Plan ensures that we continue to improve all aspects of the physical environment of the school, access to the curriculum and written information so that all pupils with SEND, can take full advantage of their education and associated opportunities.

In accordance with **Section 6 of the Equality Act 2010**, a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The school recognises its responsibilities towards disabled pupils and will make reasonable adjustments and implement its Accessibility Plan to improve access to education and school services.

Many pupils with SEND, including some pupils with A**utism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Sensory Impairments, Physical Disabilities, medical conditions or learning difficulties**, may meet this definition, although having SEND does not automatically mean a pupil is disabled under the Act.

The school's Accessibility Plan is produced in accordance with **Schedule 10 of the Equality Act 2010**, which places a duty on schools to plan for increasing access to the curriculum, improving the physical environment, and enhancing the availability of information for disabled pupils. This Accessibility Plan has been developed in accordance with **Part 6 of the Equality Act 2010**, which prohibits discrimination against disabled pupils in schools and requires schools to make reasonable adjustments for disabled pupils, and **Schedule 10 of the Equality Act 2010**, which places a duty on schools to plan strategically to increase access to the curriculum, improve the physical environment, and improve the availability of information for disabled pupils.

The Accessibility Plan shows how access continues to improve for pupils with (SEND), staff and visitors to the school.

The Governing Body is responsible for ensuring the implementation and resourcing of the Accessibility Plan and for reviewing the Plan. Southview Community Primary School is committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will strive to remove or minimise potential barriers to learning allowing all children to achieve and participate fully in school life.

Access to the Physical Environment

Accessibility Plan				
Equality and Inclusion and Physical Environment				
Actions	**Strategies**	**Resources**	**Recommendation/ Timescale**	**Outcome**
Accessible toilet / changing and shower room.	Disabled toilet facilities in main school building, downstairs and upstairs. Disabled toilet facilities in Year 6 block. Disabled shower facilities in main school building. Lift in main school building to access the upper floor.	Stand aids. Grab rails. Toilet seats. Changing mat/pull out couch. Wheelchair accessible sinks. Hoist. Wheelchair accessible Lift. Toilets set at correct heights.	In place.	Facilities are accessible for children/adults with disabilities throughout the whole school site.
Access onto and off playground / school site from school building. Access around school building.	All doorways are wheelchair accessible. Ramps throughout school entrances/exits: front entrance, back door, year 6 building, portable ramp for access to the Sports Hall and the Cabin. Access to disabled parking.	Portable ramp. Wide doorways. Clear corridors. Flat ground around whole school site for access. Flat tarmac pathways around the school buildings.	In place.	All areas of the school are accessible to people with physical disabilities.
Corridors.	Corridors are free of clutter and furniture.	Keep corridors clear for access/ fire procedures.	In place.	Corridors are clear for ease of access/exit.
Inner doors.	Doors can accommodate wheelchairs.	Wheelchair accessible doorways.	In place.	Ease of movement around school.
On site activity areas.	Pool has clear access to enter the site and a hoist to enable safe pool access. Crazy Golf area is accessible, and the facility caters for wheelchairs to be able to move with ease around the activity. Playing fields and playgrounds are all flat and accessible.	Height appropriate activity tables. Accessible Mini Golf. Accessible field and playgrounds. Accessible swimming pool.	In place.	All school activities are accessible for children and adults with physical disabilities.

	Table Tennis/Ping Pong tables all at wheelchair accessible heights.			
Regular review of Fire Evacuation Procedures.	Fire Drill termly. Fire Alarms flash for hearing impaired children and adults.	Ensure personal emergency evacuation plans are in place for all physically disabled pupils and staff.	Ongoing	Everyone can evacuate the building safely.
Accessibility for parents in the Reception area.	Ramp in place to main school entrance.	Ramp at doorway entrance.	In place.	Ease of movement by all into main school entrance is in place.
Before and After school Club.	Kept in line with the rest of the school.	Ongoing to ensure all children can access wrap around care.	Ongoing	Wraparound care and school clubs accessible for all.
Maintain access around exterior of school.	Ensure pathways are kept clear of vegetation. Ensure surfaces are maintained and are as flat as possible.	Ongoing to ensure people with disabilities can move around unhindered.	Ongoing	Access around the school is clear.
Provision of private room spaces to enable confidential meetings to take place with SENDCo, staff, support agency staff and parents.	A SENDCo office is available for meeting with privacy. Head Teacher office is spacious to hold confidential meetings. Deputy Head Teacher office is spacious to hold confidential meetings.	SENDCo office. Head Teacher Office. Deputy Head Teacher office.	Ongoing	Rooms are accessible for confidential meetings.
Provision for small group work and individualised work for targeted learners.	Areas within school have been designated for intervention groups and 1:1 support.	Small room and designated work areas throughout the school.	Ongoing	Facilities are available for group work and 1:1 sessions throughout the school day.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Staff trained. Medical conditions policy. Individual medical plans completed. Use of Medical Tracker online.	Designated medical room. Trained staff. 1:1 provision where necessary.	Ongoing	Pupils with medical needs adequately catered for. Pupils medical needs are effectively recorded.

Improving curriculum access

To increase the extent to which pupils with disabilities and SEND can access and participate in the full curriculum.				
Actions	**Strategies**	**Resources**	**Timescale**	**Outcome**
Learning environment.	Review the layout of all classrooms and make sure there is access for all pupils. Ensure visually calm and inclusive environments for all pupils within the classrooms.	Calm and inclusive displays in classrooms. Colourful inviting displays throughout the school corridors.	Ongoing	An inclusive and inviting environment is always maintained.
Provide accessible teaching resources, including large print, coloured overlays, visual timetables and assistive technology where required.	Pupils will have access to appropriately sized text, overlays to support visual processing needs and apps on ipads/computers to increase independency.	Ipads, computers, overlays, large scale texts, adaptive teaching strategies. Teachers. Teaching Assistants.	Ongoing	Pupils will be able to access learning materials independently.
Individual TIMs Learning Plans. Pupil Passports. Provision Mapping. Whole School Overview	SENDCo to continue to implement 'This Is Me' and Pupil Passports, monitoring pupil target setting and progress ensuring teachers set SMART targets that are regularly reviewed and adapted.	SENDCo Time Teachers	Guidance set in September with dates for the year ahead.	All pupils will have SMART targets that are reviewed 'at least 3 times per year' in line with parents' evenings.
Access to resources / learning for pupils with hearing impairment	Seek advice from the Sensory Education Support Service. Adults wear radio aid in class and assemblies when required.	Specialised radio aids from SEST provided when required.	Ongoing Implement advice after visits from teacher for the hearing impaired when actioned.	Staff are successfully using specialised equipment provided.
Access to resources for pupils with visual impairment.	Class teachers to review organization of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence. Seek advice from the Sensory Education Support Service. Provision of extra screen in class / magnifiers etc. if identified as being required. Coloured overlays / background colour for IWBs where appropriate. Writing is enlarged for easier access where appropriate. Exercise books	Visualizer. Exercise books from partially blind society. Work and text size increased.	Ongoing Implement advice after visits from teacher for the visually impaired.	Pupils will be referred to visual processing clinic if required. Specialised equipment is set up in the classroom to aid visibility and access to IWB resources when required.

	purchased from the Partially Blind Society. Visualizer contract/equipment supplied.			
Audit of pupil needs and staff training to meet those needs.	Review the needs of those pupils with a disability. Make sure teachers are aware of these needs and plan for them accordingly. Teachers to access appropriate training courses.	SEND register SENDCo Teachers CPD	SEND register is regularly updated reflecting any changes on a continual basis. Staff training is ongoing to reflect the needs of the children.	Pupils can reach their full potential.
Training & links. Provide regular staff training on inclusive teaching, SEND, ASD, ADHD, speech and language needs, and adaptive teaching.	Provide appropriate and relevant ongoing training for all staff on matters of inclusion. Staff will be trained to use; WellComm ELKLAN Sound Builders Language for Thinking Chatterdillo Clicker 8 Widgit Emotional Resilience	Training over the past year includes; Autism Tier 1 ELSA Training Drawing and Talking Therapy	Ongoing throughout the year.	Staff are appropriately trained to meet a variety of special educational needs and disabilities. Staff demonstrate effective adaptive and personalised teaching strategies.
All out of school activities are planned to ensure, where reasonable, the participation of all pupils.	All out of school activities risked assessed for inclusion of all pupils, where reasonable. Monitor participation of pupils with SEND in educational visits, clubs and enrichment activities.	Risk assessments.	All out of school activities are conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	All pupils are fully included in all opportunities.
Early identification of pupils who may need additional to or different provision when joining the school. To liaise with pre-school providers to review potential intake for September.	To identify pupils who may need additional to or different provision for the September intake. Pupils' needs identified promptly and supported appropriately.	EYFS Teachers EYST Team involvement. SENDCo Time	Ongoing	Transition for pupils from pre-school provision into school is smooth with adequate and appropriate resources and provision.

To review all statutory policies to ensure they reflect inclusive practice and procedure.	To comply with the Equality Act 2010 and the SEND Code of Practice 2015.	Time SENDCo	Ongoing	Policies are updated annually in line with legislation and clearly reflect inclusive practice and procedure.
To establish close liaison with outside agencies for pupils with ongoing medical needs.	All health care plans are regularly updated, and health professionals contribute to these.	First Aiders SENDCo Staff training	Ongoing	Healthcare Plans are in place and updated. Staff trained.
To ensure staff have up to date training in order to cope with the needs of the children at the school.	Continue to provide continuous CPD opportunities that reflect the needs of all special educational needs and disabilities.	Costs Time	Ongoing	Staff are equipped to successfully support all pupils to ensure inclusive practice.
To ensure access to the full curriculum for all children.	CPD for staff involving outside agencies where necessary. Providing an adapted curriculum as necessary with appropriate resources. Use specific equipment sourced from specialist services. Use of interactive ICT equipment. Trained Support Staff. Access support from the Physical Disabilities outreach services/Lincoln St Francis School.	Specialised Equipment Time	Ongoing	Advice is sought and implemented from specialist teaching services and support agencies and the strategies are evident in classroom practice.
To review progress for all, SEND pupils.	Pupil progress meetings. Scrutiny of assessment. SENDCo to analyse pupil progress at each checkpoint. SEND learning walks.	SLT and Teachers. Time SENDCo Assessment systems.	Ongoing	Progress is reviewed and support in place to diminish the difference in pupils' attainment.
To take account of a variety of learning styles.	To use multi-sensory teaching approaches to learning. Quality first teaching. Adapted/personalised/scaffolded tasks to meet the needs of all pupils. Ensure curriculum planning includes reasonable adjustments to remove barriers to learning.	Teachers. Teaching Assistants.	Ongoing	Pupil's needs are met using their preferred learning styles. Pupils with disabilities make expected progress from their starting points.

To deliver findings to the Governing Body.	Meetings with Governors.	Senior Leadership Team Head Teacher SENDCo SEND Governor	Termly SEND Governor and SENDCo meetings. Annual report to Governing Body.	Governors are kept fully informed about SEND provision and progress.
To ensure for effective communication and engagement with parents. Use pupil and parent voice to identify barriers to learning and inform provision.	To ensure collaboration and sharing between school and families. To ensure parents receive TIMs at least 3 times per year. Parents are invited to EHCP annual review meetings. Parents evenings are held twice per year, and parents are encouraged to attend.	All staff	Ongoing	Parents are well informed on a continual basis.
To support parents to help their children at home.	Parents will be invited to attend school workshops.	SLT Teachers Subject Leaders	Ongoing	Parent's knowledge will develop to enable them to support their children at home.
To make effective use of resources. To increase access to the curriculum for all pupils.	Strategic deployment of support staff. Use of ICT.	Specific apps on ipads. Teaching Assistants. Senior Leadership Team. Quality First Teaching.	Ongoing	Pupils will have access to support from Teaching Assistants within and out of the classroom. Ipads are provided with specific learning apps.
To adapt curriculum to meet the needs of individual learners. (Pupils' needs identified promptly and supported appropriately).	All pupils will have access to the full curriculum. The curriculum encourages active engagement in learning which encourages independence and social and emotional development.	Quality First Teaching & adapted/scaffolded/personalised learning opportunities. Pastoral support. Timetable adaptations. Individual Physiotherapy sessions, Sensory Circuits. Speech & Language programmes. Access arrangements for National Tests.	Ongoing	Needs of all pupils are successfully met.
Provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones/Ear Defenders, writing slopes, ADHD resources, visual aids,	Children will develop independent learning skills.	Ongoing	Needs of all pupils are successfully met.

	specialised ICT equipment, individual workstations etc			
Review the effectiveness of interventions and support programmes.	Teacher assessments will identify progress made from baselines.	SENDCo SLT Teachers	Termly	Improved outcomes and engagement for targeted pupils.
Meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	Pupils will achieve their best outcomes in their tests.
To make specific provision for children with social, emotional and mental health needs	Specific staff trained in ELSA, Drawing and Talking Therapy, Lego Therapy.	Teachers TAs SENDCo ELSA Mental Health Lead	Ongoing	All pupils with SEMH difficulties have access to support by trained staff.

Improving the delivery of written information

To increase the extent to which pupils with disabilities and SEND can access and participate in the full curriculum.				
Actions	**Strategies**	**Resources**	**Timescale**	**Outcome**
Clear, straight forward and simple communication with parents and community.	Information presented in variety of easy to access ways e.g. displayed in window/on parent noticeboard for parents dropping off, sent via Arbor, text and on school website. Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced & parents' sessions run for key areas e.g. phonics, maths. Admin & teaching staff are aware of individuals who may need information explaining directly or personally.	Office Staff	Ongoing	Parents kept informed.
Access to information for pupils, parents, carers for whom English is additional language.	Translator available on school website.	Support from EMTET is sought when required.	Ongoing	EAL parents can access information.

More flexible/easier communication between home and school.	Telephone system allows parents to leave messages 24 hours a day for reporting absences, message for child's class teacher. Accessible email address.	Office Staff	Ongoing	Parents can contact school out of hours.
Home-School book for targeted children.	To use home school liaison books where appropriate.	Time Teachers Teaching Assistants	Ongoing	Communication between home and school is effective.
Visual timetables are used across the whole school.	Visual timetables will be on display in all classrooms and adjusted daily to reflect the day ahead.	Whole School approach	Ongoing	Pupils will be able to understand the schedule of the day with ease.

The school will continue to develop an inclusive curriculum that enables all pupils, including those with disabilities and special educational needs, to participate fully in learning. Staff will receive ongoing training in adaptive teaching and SEND. Appropriate reasonable adjustments, specialist resources and assistive technology will be provided where necessary. The school will monitor access to lessons, enrichment activities, educational visits and clubs to ensure that barriers to participation are identified and removed wherever possible.

See whole school inclusion provision map below

Cognition and Learning		
Quality First Teaching (All Pupils)	**Enhanced Provision – narrowing the gap**	**SEND Support**
❖ Pupil's name and eye contact established before giving instructions ❖ Clear and simple instructions, breaking down longer instructions into one step at a time ❖ Check understanding of vocabulary used - Clarify, display and refer back to new and/or difficult vocabulary ❖ Pre-teach vocabulary ❖ Check for understanding by asking the child to repeat/explain to a response partner or adult ❖ Lots of adult modelling ❖ Provide writing frames ❖ Use of visual timetables ❖ Ask child/adult supporting child to jot down key points/instructions ❖ Give the child thinking time before response is needed ❖ Visual cues and prompts, key vocabulary displayed/available, working walls, word mats ❖ Collaborative working opportunities - mixed ability pairs/talk partners ❖ Repetition, overlearning and reinforcement of skills ❖ Tasks simplified or extended (adaptations/differentiation) ❖ Alternate methods of recording work e.g. mind mapping, video or audio recording, posters, dictation to peer/adult, use of ICT ❖ Pencil grips, writing boards, harder pencils, Ergonomic pencils ❖ Use of coloured backgrounds (try to avoid white as much as possible) on IWB, photocopying ❖ Avoid black pen on whiteboard, use blue or green instead ❖ Multi-sensory approach to learning ❖ Seat child at front of class near to whiteboard ❖ Provide individual copy of resources ❖ Provide individual whiteboard to make notes and reduce copying from board ❖ Provide titles, learning objectives etc. to avoid excessive writing	❖ Group literacy intervention ❖ Group numeracy intervention ❖ HFW games/spelling practice groups ❖ Phonics intervention ❖ Reading comprehension intervention ❖ 1-1 reading practice with CT, TA, parents ❖ Pre-teaching e.g. key vocabulary, skills, knowledge to ensure confidence and understanding during lessons ❖ Fluid intervention following lesson to 'plug gaps' ❖ Memory games and activities ❖ Visual and tracking exercises suggested by Visual Stress clinic e.g. Rainbow Readers tracking exercises ❖ Tinted individual whiteboards ❖ Coloured Overlays and Reading Rulers	❖ Precision Teaching for literacy and numeracy key facts ❖ Beat Dyslexia ❖ Alphabet Arc - multi-sensory intervention for spelling ❖ Sound Linkage ❖ Paired Reading ❖ Word Aware ❖ Toe by Toe ❖ Talisman Series ❖ Nessy Learning Programme ❖ Nessy Apps ❖ Plus 1 ❖ Power of 2 ❖ Numicon-Breaking the Barriers to Learning ❖ Visual tabletop resources ❖ SEN ipads ❖ Hands on Maths ❖ Making maths visual and tactile

Communication and Interaction

Quality First Teaching (All Pupils)	Enhanced Provision – narrowing the gap	SEND Support
❖ Pair the child up with an able child who can lead and model a conversation ❖ Initial adult support which can be removed when child is feeling more confident ❖ Preparation (pre-warning) for change of activity or lesson ❖ Visual prompts and cues ❖ Prompt cards for group roles and conversation skills ❖ Simple social stories for helping a child to understand what to do/what is happening in certain situations ❖ Clear and simple explanations, one step at a time ❖ Reduce instructions into smaller easier to understand steps ❖ Extra time to process what has been said ❖ Check understanding by asking them to repeat ❖ Talk partner opportunities ❖ Pre-teaching of subject vocabulary ❖ Application of specific speech targets during the day ❖ Model correct pronunciation by repeating correctly	❖ Small social skills group intervention ❖ Small friendship skills group intervention ❖ Language group- vocabulary, verbs, negatives, pronouns etc. ❖ Activities from the First Call resource ❖ WellComm programme ❖ Language for Thinking Programme ❖ Time to Talk intervention ❖ Socially Speaking Intervention	❖ Individualised SALT programme ❖ Individual vocabulary wordbook ❖ Colourful Semantics programme ❖ Chatterdillo ❖ Personalised Social Stories to support the child with how to respond in different situations ❖ Now/Next approach to break lessons into smaller chunks ❖ Now/Next approach to model task and then reward ❖ Individual Personalised Visual Timetables ❖ Visual Aids/Symbols ❖ Communication Core Boards ❖ Widgit Symbols ❖ Widgitonline resources ❖ Makaton ❖ Speech & Language Sound builders Programme ❖ Attention Autism Programme ❖ 7 days, Many Ways resilience programme ❖ Clicker 8

Social, Emotional and Mental Health

Quality First Teaching (All Pupils)	Enhanced Provision – narrowing the gap	SEND Support
❖ Clear whole school behaviour policy to be followed ❖ Reinforcement of rules – visual prompts to support ❖ Consistent use of rewards and sanctions ❖ A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time ❖ Social seating and proximity to teacher ❖ Positive praise ❖ Time out systems within the classroom and beyond ❖ Structured routines and clear guidelines ❖ Calming/Self-regulation strategies e.g. colouring activities, soft toys, playdough	❖ Lunchtime club ❖ Toast time (morning breakfast club) ❖ Attachment object (keeping in mind) ❖ Regular, short sensory breaks ❖ Talk About intervention ❖ Socially Speaking intervention ❖ ELSA support/Feelings and Emotions ❖ ELSA support/Anger Management ❖ Drawing and Talking Therapy ❖ Feelings Detectives ❖ Friends for Life ❖ Circle of Friends	❖ Identified key attachment figure/s ❖ 1:1 mentoring time ❖ Access to time out area or distraction free environment when required ❖ Use of De-escalation plan ❖ Personalised Social Stories to support the child with how to respond in different situations ❖ Now/Next approach to break lessons into smaller chunks ❖ Now/Next approach to model task and then reward ❖ Personal visual timetable

❖ Movement breaks ❖ Use of calming or fiddle toys ❖ Own designated carpet/seating space ❖ Use of sand timer to provide visual cues and limit on activities ❖ Individual reward systems		❖ Designated workspace with possible screen to prevent distractions ❖ Incredible 5-point Scale activities ❖ Stress Bucket activities ❖ Behaviour Support Plans

Sensory and/or Physical		
Quality First Teaching - All Pupils	**Enhanced Provision – narrowing the gap**	**SEND Support**
❖ Reduce background noise to improve acoustic environment and seat pupil away from background noise ❖ Consider seating according to needs and position near teacher ❖ Uncluttered and well organised learning environment and materials ❖ Good lighting ❖ High colour contrast materials, including on whiteboard ❖ Good quality print and photocopying ❖ Pre-prepared work with date/LO etc. ❖ Electronic copies of work ❖ Individual copies of resources, printing, materials etc. ❖ Pencil grips ❖ Chunky pencils ❖ Specialist writing pens ❖ Use of alternative methods of recording e.g. adult as scribe, use of IT, mind maps etc. ❖ Coloured Paper Exercise Books ❖ Coloured Overlays/Reading Rulers	❖ Use of individual laptop/ipad ❖ Fine motor skills interventions through 'First Move' activities ❖ Write from the Start intervention ❖ Sensory Circuits ❖ Sensory Room ❖ Speed Up Programme	❖ Use of Makaton ❖ Use of Radio Aid (FM) system, hearing aids etc. ❖ Individual programmes e.g. Physiotherapy, occupational therapy ❖ Specialist equipment e.g. caring cutlery, writing slope, bumpy cushion, seating wedge, wobble cushions, wobble/hockey stools, Zoomer Rocker, weighted blankets/animals ❖ Modified resources e.g. enlarged print ❖ Ear defenders ❖ Mouthing toys/soothers/chew toys ❖ Sensory Boxes ❖ Sensory Sand Buckets ❖ Spinney Chair ❖ Squeezy seats ❖ Sensory/Fidget toys ❖ Squeeze Wedge/Steam Roller ❖ Sensory Room ❖ Sensory Tents ❖ Weighted Vests

		❖ Steamroller ❖ Peanut Ball/Roller ❖ Ergonomic cutlery ❖ Easy grip loop scissors