



PORTSDOWN
Primary School & Early Years

Portsdown Primary School and Early Years Accessibility Plan

Approved by:	Governing Board	Date: September 2022
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Last reviewed on:	August 2022
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Next review due by:	September 2025
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Portsmouth Primary inspires every child to enjoy their learning, be compassionate and to believe they will achieve now and in the future. Working in partnership with our community we will give our children roots to grow and wings to fly.

We have 3 core themes – Grow, Care and Succeed which are underpinned by our School Values – Be Kind, Be Respectful, Be Inclusive, Be Safe and Be Your Best.

We aim to deliver these values to all of our children with compassion and pride.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Portsmouth works with a range of stakeholders to ensure that the School is inclusive for all. Stakeholders include Portsmouth Health and Safety, Multi Agency Behaviour Support Service, Educational Psychologists, Speech and Language key workers and school nurses amongst others.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	Senco	Termly meetings with parents/carers – Termly consultations / Annual Review meetings with SENCo	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	Senco / Core subject leads	Epipen and diabetic training Intimate care policy and trained staff. Training from external advisors such as Behaviour Support Service, Outreach, OT, SALT etc. Online resources for CPD shared with staff	Training time TA time allocated	In place and ongoing: Epipen and diabetic Training Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Senco/ SLT	Strategic deployment of support staff/intervention teacher Use of ICT, eg: voice activated text. Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys etc. Ensure any specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)	Specific apps to support learning on ipads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker
Adaptations to the curriculum to meet the needs of individual learners	Senco/Phase leaders	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills through Dance Mat touch type Programme Use of access arrangements for assessment/National tests	Pastoral team	In place and ongoing	Needs of all learners met enabling positive outcomes
All out of school activities and after	SLT/Senco/Staff	Risk assessments will be undertaken where appropriate Providers will comply with all legal	Any specialist equipment	Ongoing	Increased access to the extra-curricular

school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	leading clubs	requirements	needed to allow a child to access a club		activities for all pupils with SEND.
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2. Improving Physical Environment					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Access into and around school and reception to be fully compliant	Site manager / HT	Designated disabled parking Wide doors and corridors Clear route through school	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Improve signage to indicate access routes around school	Site manager / HT	Signs indicate disabled parking bay and wheelchair friendly routes around school	Cost of signs	End of Autumn term 2022	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	Site manager / HT	Ensure that pathways are kept clear of vegetation and any hazards	Cost included in ground's maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	Site manager / HT	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school

3 Improve the Delivery of Written Information					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Availability of written material in accessible formats	Office/ SLT/ Senco	Newsletters emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate	Contact details and cost of translation / adaptation	In place & ongoing	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment	Class teachers/ Senco	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment.	In place & ongoing	Pupils able to access all school documentation

4. Monitoring arrangements

This document will be reviewed every **3** years by the Headteacher, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board of Portsdown Primary School and Early Years

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report & Special Educational Needs and Disabilities Policy
- Supporting pupils with medical conditions policy
- Behaviour policy