

Accessibility Plan

Portsmouth Primary School & Early Years



Approved by: Portsmouth Governing Board

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Contents

1. 1. Aims
2. 2. Legislation and Guidance
3. 3. Action Plan
4. 3.1 Improving Participation in the Curriculum
5. 3.2 Improving the Physical Environment
6. 3.3 Improving the Delivery of Written Information
7. 4. Monitoring Arrangements
8. 5. Links with Other Policies
9. 6. Annual Monitoring Checklist (Governors)

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this 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, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all 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 – underpinned by our School Values: Be Kind, Be Respectful, Be Inclusive, Be Safe and Be Your Best.

This plan will be published on the school website, with paper copies available on request.

We are committed to ensuring staff are trained in equality and accessibility issues and that the school works with stakeholders to support inclusivity.

2. Legislation and Guidance

This plan meets the requirements of:

- Schedule 10 of the Equality Act 2010
- SEND Code of Practice 2015
- Public Sector Equality Duty (PSED)

The PSED requires schools to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations across all characteristics

The Equality Act 2010 defines a disability as a physical or mental impairment that has a “substantial” and “long-term” adverse effect on a person’s ability to carry out normal day-to-day activities.

Schools must make “reasonable adjustments” for pupils with disabilities to reduce disadvantage compared with non-disabled peers. This may include auxiliary aids, adapted resources, or adjustments to premises.

This plan is a statutory requirement and will be reviewed and monitored regularly.

3. Action Plan

3.1 Improving Participation in the Curriculum

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Communication with parents	SENCo	Termly consultation meetings, annual reviews, parent updates	Staff time	Termly	100% of SEND parents attend at least one formal meeting per year; 90%+ report they feel well informed
Staff training	SENCo / SLT	Annual medical training where required Annual medical training where required e.g. ventilator or EpiPen training (dependent on the needs of the children); CPD from external advisors; online training shared	Training budget	Annual	100% of relevant staff trained; records kept and reviewed annually by governors
Use of resources & equipment	SENCo / SLT	Strategic deployment of staff; ICT tools (voice-to-text, use of computers to record and other appropriate resources); adapted resources	SEND/ICT budget	Ongoing	All identified pupils have access to appropriate resources; evidence in progress reviews
Curriculum adaptations	SENCo / Phase Leaders	Personalised timetables, SALT/OT programmes, differentiated planning, test access arrangements	Staff time; agency support	Termly	100% of SEND pupils access curriculum at appropriate level; progress tracked via EHCP/support plans
Extracurricular access	SLT / SENCo / Club Leads	Risk assessments; adjustments to activities; specialist equipment if needed	As required	Ongoing	All school clubs accessible to SEND pupils; participation data monitored annually

3.2 Improving the Physical Environment

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Wheelchair access	Site Manager / HT	Maintain ramps, wide doors, clear corridors	Maintenance budget	Ongoing	100% of teaching spaces accessible; audit confirms
Accessible signage	Site Manager	High-contrast, pictorial, Braille signage purchased were there a need for this signage	Signage budget	By Spring 2026	All key areas clearly signed; positive feedback from parents/pupils
Safe exterior access	Site Manager	Weekly checks for pathways, hazards, lighting	Grounds contract	Weekly	All exterior routes safe and accessible; logs reported termly
Safe interior access	Site Manager / HT	Review flooring, furniture, layouts for accessibility	Adjustment costs	Ongoing	All disabled pupils able to move safely indoors; evidence from risk assessments

3.3 Improving the Delivery of Written Information

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Parent communication	Office / SLT	Email newsletters; translations; easy-read versions are available online for key documents and copies available if requested.	Translation budget	Ongoing	100% of requests for alternative formats met within 10 days; 90%+ parent satisfaction
Accessible materials for pupils	Teachers / SENCo	Large-print, magnifiers, clear fonts; follow sensory support advice	Printing/adaptation	Ongoing	All visually impaired pupils receive adapted materials; confirmed by pupil feedback
Website accessibility	ICT Lead	Annual audit against WCAG 2.1 AA website address issues promptly	ICT budget	Annual	Website passes accessibility audit; parents report improved access

4. Monitoring Arrangements

- The Accessibility Plan will be formally reviewed every year.
- Progress towards targets will be monitored annually,
- Evidence will include: training records, accessibility audits, pupil and parent feedback, and progress data.
- Pupil voice will be included where possible, particularly for SEND pupils.

The governing board is responsible for monitoring the plan's effectiveness.

5. Links with Other Policies

- Health and Safety Policy
- Equality Information and Objectives

- Special Educational Needs (SEN) Information Report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy