



Finance, Premises and Personnel
25.09.24

Signed 

Accessibility Plan 2024

Statement of Intent

This plan outlines how Portway Infant School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan should be read in conjunction with the following school policies, strategies and documents,

- Premises Plan
- Behaviour policy
- Curriculum policy
- Evacuation Plan
- Equal Opportunities policy
- Staff Equality, Equity, Diversity and Inclusion Policy

- Pupil Equality, Equity, Diversity and Inclusion Policy
- Health and Safety policy
- Safeguarding
- School prospectus
- School development plan
- Special Educational Needs and Disability policy
- Supporting pupils with medical conditions
- Transition policy

Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g., by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

To review the attainment of children with SEND regularly through whole school systems Use appropriate assessment tools and activities for children working at pre-key stage	Discussion to take place at IEP meetings on the attainment of children with SEN. Attainment of SEND children over the year to be monitored. IEPs to reflect needs of children based on progress made Ensure staff are aware of Cherry Tree Branch Maps	SENCO Class teachers	Termly	Staff are aware of the progress of SEND children and regularly assess the impact of interventions Provision has been reviewed and amended based on needs of pupils Children working at pre-key stage will have consistent approached for assessment and planning via Cherry Tree Branch Maps Children working at pre-key stage will access every subject in a tailored way
To liaise with parents and outside agencies for pupils with ongoing SEND needs.	Parents are kept fully informed of their child's progress Referral to STePS, Educational Psychology, Health, SaLT etc where needed	Class teachers SENCO	Ongoing	Individual education plans completed and shared with parents Advice, strategies and targets given by outside agency support taken on board and making a difference to pupils
To ensure parents are fully involved in the IEP process and understand how to support their child at home. To ensure that pupils are involved in their IEP targets and EHCP meetings (where appropriate)	Minimum of 1x termly meetings for IEPs Discussion on targets and parent views considered Targets to be clearly identified on IEPs for parents to work on	Class teachers SENCO	Termly	IEPs reviewed with parents and new targets shared Parents understand targets and know how to support their child Parents are aware of the SEN needs of their children
Increase staff confidence for improving access to the curriculum for all learners and removing potential barriers	Internal and external training when need is identified – STePS, EP etc Provide necessary resources to support children with a variety of SEN Training/ information shared about provisions/ interventions such as Attention Autism and Intensive Interaction	SEN	Ongoing	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.

To share relevant and up to date SEND information with anyone covering a class	For staff in an unfamiliar class to have easy access to resources needed to support SEND children	Class teachers	As required	Staff members know which resources are needed for SEND children, e.g., toolkits, fiddle toys, wobble cushion, sloping board etc.
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Planning duty 2: Physical Environment

Issue	What	Who	When	Outcome
To continue to maintain the physical environment of the school in order to maintain accessibility for all pupils	Identify needs of new intake and make reasonable adjustments to the physical environment Plan classrooms accordingly Maintain good working order of all disabled toilets and facilities Maintain good upkeep of all areas to allow easy access.	HT Office manager SENDCO Governors All staff	Ongoing	The environment is suitable for disabled children attending school Classroom environment is accessible and meeting the needs of pupils wherever possible
To ensure risk assessments are in place for key pupils	Up to date risk assessments for key pupils and share with staff Monitor risk assessments and adapt if needed to meet children's needs	HT Senco All staff	Ongoing	All staff aware of risks and pupils safely accessing the curriculum and school grounds. Risk assessments are understood and followed up
Make effective use of the Rainbow Room	Children to use the Rainbow room for regulation Additional appropriate resources to be purchased to enhance the sensory provision in the rainbow room	SENCO All staff	Ongoing To be added to when funds allow	Children will know where they can go to regulate themselves Children will be calmer and able to have calming breaks at appropriate intervals

Improve use of pictorial communication systems (Widgit)	Maintain the subscription for Widgit on line to improve picture communication support. Use widget to make classroom resources such as word mats, social stories, visual timetables SENDCO to train relevant staff in how to use widget	SENDCO Office manager	Ongoing	All children will be able to access information around their classroom
To use class dojo to communicate with parents, share information and send specific files when needed	Connect all pupils to class dojo and relevant staff to each class Ensure questions are answered through the app when needed Ensure parents know how to translate information into home language if needed	Whole school	Ongoing	Parents and school staff are connected through class dojo Parents can translate information into other languages if needed

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