

Accessibility Plan

Portfield School

Policy number	
Title	Accessibility Plan
Approved by	Governing Body
Date of approval	November 2021
Review date	Every three years
Owner	Headteacher

Approved by:	Date: November 2021
Last reviewed on:	N/A
Next review due by:	November 2024

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.

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.

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

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short,	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
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		medium and long-term objectives			ACTIONS BY	
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> Portfield School offers a differentiated curriculum for all students We use resources tailored to the needs of students who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all students, including those with a disability Targets are set effectively and are appropriate for students with additional needs <p>The curriculum is reviewed to ensure it meets the needs of all students</p>	<p>Medium Term: To ensure the curriculum is fully representative of all students who attend the school.</p> <p>Long Term: To ensure every autistic student is able to access the curriculum and achieve their full potential.</p>	<p>Curriculum resources for each phase to be reviewed to ensure a full representation of our student population.</p> <p>Every student will feel represented within the curriculum enabling them to recognize their unique talents and achieve their full potential.</p>	<p>Assistant Headteachers</p> <p>Assistant Headteachers</p>	<p>July 2022</p> <p>July 2022</p>	<p>Each phase of education will use resources that represent all the students at Portfield School.</p> <p>Each student will leave Portfield School with a portfolio of accreditations that represent their full potential.</p>
Improve and maintain access to the physical environment	<p>The environment at Portfield School and Sixth Form is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Corridor width 	<p>Medium Term: The school to be fully accessible to student with mobility, hearing and visual disabilities.</p>	<p>Signage in school to be reviewed to ensure it is accessible to those with visual impairments and those in a wheelchair.</p>	<p>Maintenance Team</p>	<p>July 2022</p>	<p>Signage in school accessible to all students, staff and visitors.</p>

	<ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Resources and shelves at wheelchair-accessible height • Lighting considered with appropriate blinds for windows. 	<p>Long Term:</p> <p>The Sixth Form to be fully accessible to students with mobility, hearing and visual disabilities.</p>	<p>Sixth Form building to be accessible to students in wheelchairs.</p>	<p>Maintenance Team</p>	<p>September 2022</p>	<p>Sixth Form building is accessible to all students, staff and visitors.</p>
<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Sign-a-long 	<p>Medium Term:</p> <p>Relevant staff to meet with the hearing team from the Local Authorities to regularly review individuals.</p> <p>Long Term:</p> <p>All staff to access the 1 day sign-a-long training course</p>	<p>Make contact at least termly with the relevant hearing and visual support teams.</p> <p>Sign-a-long tutor to deliver training to staff during INSET Days and other training days.</p>	<p>Assistant Headteachers</p> <p>Sign-a-long tutor / training department</p>	<p>Termly</p> <p>Annually</p>	<p>Hearing and vision support teams visit school to review relevant students.</p> <p>Majority of staff trained in using sign-a-long and use this in daily activities.</p>

4. Monitoring arrangements

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

It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy