



Portway Junior School

Accessibility Policy and Plan 2023-2027

'This policy has been reviewed on ... and has been impact assessed in the light of all other school policies and the Equality Act 2010.'

Headteacher: Emma Wilkinson

Chair of Governors: Andrew Ward

Reviewed: April 2023



Policy Review Sheet

Portway Junior School

	Version	Date	Minute No.
Approved by Governors	New Version	April 23	04/23/07
Reviewed by Governors			
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Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.

Schools' Planning Duty

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Portway Junior School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Portway Junior School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

Introduction

Portway Junior School is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

Aims and Objectives

Our Aims are to:

- * increase access to the curriculum for pupils with a disability improve and maintain access to the physical environment and take advantage of education associated services
- * improve the delivery of written information to pupils

Our objectives are detailed in the following Action Plan. The Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Policy
- Local Offer
- Safeguarding Policy
- Health & Safety Policy
- Staff related policies, e.g. risk assessments and Return to Work Procedures
- SEND Information Report

This plan itself is used to advise and inform school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

We ask about medical and special educational needs, as well as any concerns parents may have in early communication with new parents and carers. For parents and carers of children already at the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

Physical Environment

The physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors. We have ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely. We have rails where there are steps and slopes to access all aspects of the school grounds. The buildings are on one level and do not cause any particular difficulties.

There is one disabled people's toilet located in the school. It has hand rails, emergency pull cord and easy use taps. In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

Curriculum

With the support of parents and outside agencies, areas of the curriculum (for example PE) are adapted to the needs of children in school with physical impairments. The school is aware that other issues may affect the participation of children with a disability, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively if and when they occur.

Information

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed. Such as larger print, use of IT.

Current Activities

Portway Junior School has close working relationships with its feeder infant school and thorough transition arrangements in the summer term before starting at school. These may include multi-agency meetings with parents and professionals involved in supporting the children.

The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability, working with alongside other professionals. The SEN Team manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate. We have strong systems in place to ensure that we meet the needs of all of our pupils. All staff work together as a team to ensure strategies for improving pupils' behaviour and access to learning is effective.

The school also works closely with specialist services including:

Local Authority Provision delivered in school

- STePS
- Sensory support for children with visual or hearing needs
- Parent Partnership Services
- SALT (Speech and Language Therapy)
- LAC (Looked After Children)
- Family Intervention Workers to support families

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Health Team /School Nurse
- Occupational Therapy – Lighthouse Team
- Physiotherapy – Lighthouse Team
- Community Paediatrician
- CAMHs (Child and Adult Mental Health)

The school's governors, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- Hearing impairment
- Physical disability
- Visual impairment
- Specific medical conditions including asthma, eczema, diabetes
- Specific learning difficulties
- Autism
- Speech, language and communication needs (SALT)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders, e.g., foetal alcohol syndrome
- Profound and multiple difficulties including specific genetic disorders, e.g., Down's Syndrome
- Physiotherapy

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

Review and Implementation

The Accessibility Policy is reviewed annually by the SEN Team, the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed three yearly by all relevant parties.

Accessibility Plan

Increase access to the curriculum for pupils with a disability				
Target	Strategies	Who's Responsible	Time Frame	Success Criteria
Increasing the confidence of all staff in scaffolding the curriculum and provision in the classroom.	Be aware of staff training needs on curriculum access. Source CPD for scaffolding and recording methods.	SENCO and T&L team	Termly staff meetings	Raised staff confidence in strategies for scaffolding and increased pupil participation.
Ensure all staff provide an inclusive curriculum for children.	Set up a system of individual access/support plans for differently abled pupils when required. Information sharing with all agencies involved.	SENCO	Termly reviews with parents and teachers.	All staff aware of individuals needs and create a plan to which enhances the learning of individuals.
Use ICT devices and software/apps to support learning	Make sure software/apps are installed where needed.	SENCO to liaise with IT Technician	Reviewed termly or when a child's circumstances change.	Wider use of SEN resources in classrooms.
Ensure that parents/carers with hearing impairments have access to an interpreter for events at school.	Contact interpreters in good time to ensure availability. Staff learn some basic BSL greetings.	Admin	As required – parents evenings, shows, assemblies.	Equality of access is readily available.

Improve and maintain access to the physical environment				
Target	Strategies	Who's Responsible	Time Frame	Success Criteria
Increase awareness of the access needs of differently abled pupils, staff, governors, parent/carers and visitors.	To create access plans for individual differently abled pupils as part of the support.	SENCO	Induction and ongoing if required.	Support plans in place for disabled pupils and all staff aware of pupils needs.
	Be aware of staff, governors and parents, who have access needs and meet as appropriate.	H/T	Annual recruitment process, review termly for changes.	All staff and governors feel confident their needs are met. Parents have full access to all school activities.
Ensure layout of school allows access for all pupils to all areas.	Consider needs of differently abled pupils, parents/carers or visitors when considering any redesign.	Head Governors Site manager School Surveyor	Ongoing	Re-designed buildings are usable by all.
Keep pathways and access points well maintained for easy access.	Carry out regular site surveys to identify maintenance requirements.	Head Governors Site manager School Surveyor	Checked on a daily basis by all staff	All access points and walkways are accessible.
<u>Improving access to the physical environment of the school</u>				
Portway Junior School continues to develop. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.				

Improve the delivery of written information to pupils and parents				
Target	Strategies	Who's Responsible	Time Frame	Success Criteria
Ensure all differently abled pupils can be safely evacuated and the plan is easily understandable for the child and parent/carers.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils as required. Ensure all staff are aware of their responsibilities.	SENCO SENCO	Each September plans are renewed but also on a need basis due to injury or changes to a child's health.	All differently abled pupils and staff working alongside them are safe in the event of a fire.
Improve the delivery of information in writing in an appropriate format e.g. email and text communication for parents with hearing impairments.	Provide suitably enlarged, clear print for pupils/adults with a visual impairment and use electronic communication systems.	Office	As required.	Excellent communication for all stakeholders in school.
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print. School office will support and help parents to access information and complete school forms. Ensure website and all documentation is accessible via the school website and can be accessed by the visually impaired.	Office Website team	Review termly and update when needed .	