



Portway Junior School Accessibility Plan

Purpose of the plan

This plan is to show how Portway Junior School, over time, ensures our school is accessible for any person who has a disability, or a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school-clubs, leisure and cultural activities or school visits.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school where possible and physical aids to access education).]
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events). The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Portway Junior School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which put children at a disadvantage. This will allow them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils

Targets	Strategies	Outcome	Timeframe	Action
Equality and Inclusion				
Ensure the accessibility plan is review by governors on a 3-yearly cycle	Clerk of governors to add to FGB agenda	Adherence to legislation	3 yearly	
To improve staff awareness of disability issues as and when they	Review staff training needs regularly. Provide training for members of the	Whole school community awareness.	Continuing	Undertake / arrange staff training as necessary

arise.	school community as appropriate, taking advice from outside agencies where appropriate.			
Physical Environment				
Ensure that all school buildings and grounds are accessible for all children, adults and continue to improve the school's physical environment for all.	Consider access arrangements whenever site / building work is being carried out. Work with families and agencies such as occupational health, to ensure pupils' needs are met.	Modification to school access wherever necessary	Ongoing	
Curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENDCo to review the needs of children and provide training either directly or through Educational Psychologist or other training provider recommended by Hampshire. SENDCo to liaise closely with NHS staff and act on their advice as and when needed	Staff are able to enable all children to access the curriculum. Identified staff members are trained to meet a pupil's specific needs.	Continuing	
Ensure that all children are able to access all out of school activities, clubs, trips, residential visits etc	Review out of school provision to ensure compliant with legislation. Work alongside residential campuses in order to ensure individual needs are provided for.	All providers of out of school education will comply with legislation to ensure that the needs of all pupils are met	Continue	KS to consider individual needs of pupils attending Avon Tyrrell in autumn. Communicate these to centre staff in a timely fashion
To provide specialist equipment to promote participation in learning for all.	Assess pupils' needs and provide appropriate equipment to support learning. E.g. specialist pens,	Children will develop independence in their learning	Reviewed regularly by SENCO	Specialist equipment purchase as needed

	writing slope, ear defenders / headphones, enlarged copies etc.			
To meet the needs of pupils during statutory end of KS2 tests	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc will be applied for as needed.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually	KS and Y6 leader to consider access arrangements and apply for these within the appropriate timescales
Written or other information				
Ensure that all parents / community members can access information	Written information provided in alternative formats / languages as necessary	Written information provided in alternative formats / languages as necessary	As needed	
Ensure that any parents unable to attend school because of a disability, have access to parent consultations and/or parent information meetings as needed	Staff to contact parents by telephone for consultation appointments. Information from general parent meetings to be published on the website.	Parents are kept informed of their child's progress and of activities taking place in school.	Twice yearly for parent consultations. As appropriate for parent information meetings	

