



## Accessibility Plan

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<b>Prepared By</b>	
<b>Approved By</b>	
<b>Approval Date</b>	
<b>Policy Review Date</b>	November 2021

# HISP Multi Academy Trust

## Portswood School

### Accessibility Plan

#### 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.

Our school will support pupils, their families and school communities to ensure they can access the school, our site and our provision. We will make all reasonable adjustments to support individuals.

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. The school is part of the HISP multi academy trust who support the school to ensure our aims are delivered.

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

We invite stakeholders to support the development of this accessibility plan.

#### 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This policy complies with our funding agreement and articles of association.

# HISP Multi Academy Trust

## Portswood School

### Accessibility Plan

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	MONITORING AND EVALUATION
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Regular review of curriculum to ensure accessibility</li> </ul>	SLT	Annual- May	Removal of barriers to learning and participation	SLT
	<ul style="list-style-type: none"> <li>High expectations for all pupils</li> </ul>	All staff	Ongoing	Strong achievement and progress by all pupils	SLT
	<ul style="list-style-type: none"> <li>Individual, group and booster sessions reducing class size and pupil/adult ratios</li> </ul>	SLT	Ongoing	Pupils to achieve in line with/beyond expectation	SLT
	<ul style="list-style-type: none"> <li>Strategies put in place to arrange classrooms according to need</li> </ul>	Class teacher with SLT support/ site team	Ongoing	Classrooms arranged to create optimal support for pupils with specific needs	SENCO
	<ul style="list-style-type: none"> <li>Learning needs supported by appropriate ICT provision</li> </ul>	Teachers/ICT	Ongoing	Pupils accessing curriculum effectively	SENCO
	<ul style="list-style-type: none"> <li>Deployment of supportive equipment</li> </ul>	SENCO	Ongoing	Pupils accessing curriculum effectively	SENCO
	<ul style="list-style-type: none"> <li>The school will continue to seek and implement advice from LA and specialist advisers, appropriate Healthcare professionals, NHS Trusts and DfE guidance</li> </ul>	SLT	Ongoing	Appropriate responses offered to individual pupils and groups of pupils based on specific needs	SLT

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Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>Removal of old play equipment in Somerset Road playground</li> </ul>	Facilities manager	September 2020	Play area opened up and made more accessible for all pupils	Principal
	<ul style="list-style-type: none"> <li>Improve the kitchen area to ensure H&amp;S measures are in place</li> </ul>	Facilities manager	January 2021	Upgraded equipment and H&S responses	Principal
	<ul style="list-style-type: none"> <li>Create appropriate access/exits to building</li> </ul>	Facilities manager	December 2020	Exit areas appropriate for building and number of pupils	Principal
	<ul style="list-style-type: none"> <li>Improve access to reception</li> </ul>	Facilities manager	January 2021	Access moved to front of school Wider access to accommodate wheelchairs Prevent access to main site for visitors until effectively checked in	Principal
	<ul style="list-style-type: none"> <li>Improve internal signage and fire doors</li> </ul>	Facilities manager	June 2021	Clear signage, appropriate doors and exits	Principal
	<ul style="list-style-type: none"> <li>Re-surface playground areas where cracking has appeared</li> </ul>	Facilities manager	July 2021	Reduced trip hazards	Principal
	<ul style="list-style-type: none"> <li>Woodland area to be cleared of overhanging branches, unnecessary roots and offer clear line of sight</li> </ul>	Facilities manager	July 2021	Clear sight from nursery to school and vice versa. Reduced number of branches at head height	Principal

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Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> <li>Resource material is modified to meet pupil need</li> </ul>	SENCO/Teacher &TA	Ongoing	Staff following advice and pupils receiving effective modified material	SENCO
	<ul style="list-style-type: none"> <li>Information for visitors with disabilities in writing on arrival</li> </ul>	Reception	September 2021	Clear information included disabled parking availability and access information	Inclusion lead
	<ul style="list-style-type: none"> <li>Liaison with outside agencies to support pupils</li> </ul>	Inclusion lead	Ongoing	Effective exchange of information	Principal

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#### 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/committee name/governor name/the headteacher].

#### 5. Links with other policies

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

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy