

Portland Spencer Academy

Accessibility Plan 2020-2023

The Local Governing Body of Portland Spencer Academy adopted this policy statement in April 2020

It will be reviewed annually, no later than April 2021

Our School Mission

Through our ASPIRE ethos and our HEART curriculum we celebrate each and every child showing that we are all unique and special and that we work together for the success of each and every child. We pride ourselves on forming excellent relationships with pupils, parents and outside agencies to ensure children who have special educational needs and/or disabilities are included and valued in all aspects of school life.

Purpose of the Accessibility plan

The plan covers the following three key areas:

- Access to the curriculum- increasing the extent to which SEND pupils can access the curriculum.
- Access to the school environment- improving the physical environment of the school for the purpose of increasing the extent to which SEND pupils can take advantage of education and benefits, facilities or services provided or offered by the school.
- Access to information- improving the delivery to SEND pupils of information which is readily available to pupils who are not SEND.

The plan outlines short – medium- long term targets covering the period 2020 to 2023.

A series of actions have been proposed to improve access, these have clear success criteria, possible resource implications and monitoring and review dates.

This plan should also be seen in relation to the following school documents:

Equality Principles and Objectives

SEND Policy

SEND Report

Supporting pupils in school with medical conditions policy and procedures.

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.

Improving access to the curriculum

Provision and strategies already in place:

- School clubs, sporting and cultural activities and school visits are accessible to all pupils including pupils with identified barriers to learning and participation. Actions include: risk assessment, parental support, provision of additional support and/or resources.
- The school makes full use of a range of LA support services, health professionals and the community.
- Steps to success are in place detailing children’s areas of strength, challenge and targets. These are reviewed termly.
- Nurture and Counselling staff are trained to support children through Counselling, ELSA, forest school etc.
- Behaviour Response Staff support pupils with SEMH needs to access learning as well.
- SEMH provisions that are outcome driven and the children are strategically placed in provisions to ensure the most positive impact

	Target	Strategies	Outcome	Timeframe	Goals achieved
Short-term	To build on good speech and language practise to ensure we have early intervention.	Language to learn, CPD for staff, workshops for parents.	Speech and language provision is offered early and strategies put in place remove the barrier.	2020	
Medium-term	To ensure the curriculum is differentiated and depending on the task and the intended outcomes for individual children.	New curriculum to be introduced and developed to include differentiation for all pupils to ensure they can access our Heart curriculum.	All children will be able to access a broad and balanced curriculum. Planning to be differentiated to ensure all pupils are included, learn and make progress.	2021	
Long-term	To build on the interactive teaching strategies already in place in classrooms so that all children are engaged and able to make progress.	Staff meetings/inset days around interactive and accessible teaching strategies.	All children are engaged and learning is active and enabling good progress.	2023	
	Children are identified and the graduated response with plan, do and review is in place to support emerging needs.	Plan, do and review cycles. Graduated response shared with staff and explained. Routes 2 inclusion utilised. Interventions put in place where necessary.	Early intervention and support means children are able to access learning due to universal provision being of a high quality in every classroom.	2023	

Improving the physical environment

Provision and strategies already in place:

- All play areas are ramped and accessible by wheelchairs/pushchairs
- We have a lift which means all areas of the building are accessible by wheelchairs/pushchairs
- School have available: disabled toilet and changing space.

Portland Spencer Academy currently supports pupils with significant barriers to learning and participation with difficulties in the areas of: learning, communication and interaction and behaviour.

	Target	Strategies	Outcome	Timeframe	Goals achieved
Short-term	To improve the use of sensory tools as a calming tool and build into provision.	Completion of new sensory spaces within school. Use of sensory tools- timers, texture, proprioception training, weight etc.	Children will be able to have a sensory experience to improve their language and their ability to control emotions.	2020	
Medium-term	To improve the current disabled toilet	Get quotes and have appropriate equipment within this space maintaining wheelchair accessibility with clinical waste bins	Disabled toilet will be better equipped for purpose.	2022	
Long-term	To have stair lifts for internal stairs	Get quotes and have stair lifts fitted to ensure those in wheel chairs can easily access all areas of school.	School will be fully accessible for all	2023	

Improving the delivery of information

Provision and strategies already in place:

- All emails from SENDCo detail contact information
- Class Dojo is available for parents to message the SENDCo through- all stories posted and messages can be translated
- Support from the SENDCo for form-filling of various types
- Portland acquire support from the Nottingham Hearing Impaired Team
- Parent mail used at the main method of sharing information and invitations to review meetings.

	Target	Strategies	Outcome	Timeframe	Goals achieved
Short-term	To improve the use of twitter for sharing SEND information and events in school to our parents and wider community.	Strategic thought about what to share and tweet that is important to our parents and community.	Twitter is a useful platform for parents to gather information of events and support.	2020	
Medium-term	To embed a parents support group for our parents of our pupils with SEND.	Sharing the dates through twitter, dojo and parent mail. Explore how we can best support our parents for pupils with SEND.	Parents will feel supported and access a network of other parents.	2021	
Long-term	To make all information sent home accessible to all family members.	Translate letters home and information for parents into different languages if parents request it.	All parents/Carers will have a better chance to engage fully with school life and understand what is happening	2022	

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