Portesbery School Accessibility Plan

Portesbery School

A happy school where every one matters and every voice is heard

Approved by:	Full Governing Body	**Date:**	8th July 2026
Last reviewed on:	July 2026		
Next review due by:	July 2029		

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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 are a purpose built special school, built in 2015, and as such ensured that all areas of our school and grounds are accessible to all levels of disabilities.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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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	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	To ensure that we are dynamic in our curriculum development, with regard to a changing and more complex cohort.	New curriculum introduced in 21/22 and Pathways introduced in 2024/25. Pathways and Curriculum being further developed to take into account the changing cohort. All our students have disabilities Introduction of Earwig to monitor progress in 22/23 – embedding continues across whole school. Regular review.	Lisa Fagan/Lauren Campbell	July 2027	Portesbery School will have four clearly defined Pathways that align with assessment and fully meet our students' needs.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Inclusive resources and facilities at wheelchair-accessible height	To ensure the safe transitions for all students from the main building to the new Post-16 building at the start and end of the school day, and throughout the day, to enable students to develop independence, access shared spaces and maximise the facilities in the main building.	To ensure that the same level of accessibility is included in future expansion plans. Ensure new Post-16 building is fully accessible. Liaise with all SCC officers and politicians to ensure Newfoundland Road becomes part of school site.	Nathan Aspinall/Chris Hamilton	December 2026	Portesbery School have secured Newfoundland as part of site
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations / exchange • Adaptive/assistive technology	To ensure that all teaching and communication strategies adapt to the changing needs of our current and future cohorts.	Regular training for staff in Makaton, PECS, use of switches, eyegaze and all other communication technologies used by our students.	Sam Leach	Ongoing	Portesbery School fully meets the needs of all pupils on roll, regardless of their complexity of need.

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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 reviewed by senior leadership team.

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

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