



Accessibility Plan

Adopted- September 2025

Review-September 2028

Accessibility Plan

Section 1: Vision Statement

It is a Requirement under the Equality Act 2010 for schools to have an accessibility plan to focus on the physical environment, curriculum, and written information. The Purpose of this to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the availability of accessible information to pupils with a disability

Our school aims to treat all of its pupils fairly and with respect. This involves providing access and opportunities for all pupils with discrimination of any kind. Porchester Junior School is a mainstream school that caters for children of all needs and backgrounds. This includes pupils who have identified Special Educational Needs, those who have medical needs or a specific disability. The great performance of this school owes to the attention to detail applied to enabling every pupil to fulfil their potential. Staff know the children, their background, their needs, achievements, individual journey and this enables a personalised approach to learning, stretching beyond the classroom.

Inclusion at Porchester is a priority and bespoke provision is planned for and provided to ensure that the needs of all our pupils are met in line with the principles outlined in the SEND Policy.

Porchester Junior School is committed to ensuring staff are trained in equality issues in reference to the Equality Act 2010, including understanding disability issues.

This document meets requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE)

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 pupil with a disability may face in comparison to a pupil without a disability.

The plan will be shared on the school website and in the Governor Annual Impact Statement and will be monitored by the Governing Body through their meetings. It will be monitored through SSCC Governor Meetings. If you have any comments on the accessibility of the school or plan then please address these to Vicki Welsby (HT) and Julie Barnard (Chair of Governors).

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Approved by: Julie Barnard (CoG)

Date: September 2025

Next review date: September 2026

Section 2: Access to the curriculum

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.
- Create effective learning environments for all pupils.
- Increase provision for pupils identified as having Autism
- Ensure information about the needs of pupils is shared effectively throughout the school
- To make information on schools SEN policy and local offer accessible to parents

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<ul style="list-style-type: none"> • Additional adult support to meet the diverse needs of pupils with medical conditions. • Staff have received appropriate training. • Strong partnership with parents to ensure children attend and achieve in school. • Strong celebration culture around diversity and difference. • ICT equipment available for all pupils with additional needs. • Reasonable adjustments are made to ensure 	<ul style="list-style-type: none"> • All Children attend regularly. • Equality for all children- safe happy valued children. • Enjoyment and empowered to learn. • Inclusive technology adopted. • Additional funding in place • Specialist equipment used to support individual pupils. • Children achieve Age related expectations. • Children participate in 	<ul style="list-style-type: none"> • Staff CPD where appropriate. • Medical plans in place and updated. • Continue to monitor the use of ICT by pupils with needs and provide additional support where necessary. • Educational visits/ sch events to be planned with inclusivity in mind. • PE specialists aware of pupils with additional needs. 	<p>SEND/ Pastoral Team- VW, NT, SH</p> <p>Teachers/ EVC</p> <p>Teachers/ PE Lead</p>	<p>As necessary</p>	<ul style="list-style-type: none"> • Good attendance • Children have equal access to curriculum and facilities. • Children feel valued and a celebrated member of the school community. • Children can access all areas of the curriculum despite disabilities.

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	inclusivity where ever possible	all areas of the curriculum.				
Improve and maintain access to the physical environment.	<ul style="list-style-type: none"> The environment is adapted to the needs of pupils as required. The School Building is accessible and appropriate wheelchair access Outside areas are accessible for all. The school toilets have an disabled accessibility toilet (e.g. handrails), as well as the disabled toilet. Outside ramp adjusted for wheelchair access. 	<ul style="list-style-type: none"> Ensure that equal access is in place on the site Potential barriers for children, staff and parents are removed where possible. Children's toilets are inclusive to all- disabled access. 	<ul style="list-style-type: none"> Continue to speak to pupils, parents and staff about access arrangements and what their needs are. Daily checks of communal areas to be carried out e toilets/changing areas. 	SEND/ Site team		<ul style="list-style-type: none"> No barriers to physical hinder access to site. Partnership with parents is evident. Staff, pupils and parents feel empowered.
Improve the delivery of written information to pupils and parents.	<p>Different formats of information available on request e.g. larger font.</p> <p>A range of options available for information sharing-printed/electronic</p> <p>'Support on request to access information.</p> <p>'Pictorial or symbolic representations are used for pupils where appropriate.</p>	<ul style="list-style-type: none"> Make parents aware that information can be made available in different formats. Ensure that options are available to parents Support parents so they feel they are able to access this support Pupils who require a pictorial or symbolic have access to this on a daily basis 	<ul style="list-style-type: none"> On request-letters to be available in large print, on coloured paper. Office/SEND to support parents with accessing information when required e.g. support with reading information/completing forms The school has upto date pictorial or symbolic packages in place 	Office Staff SEND team	As necessary	<ul style="list-style-type: none"> All pupils and parents can access information Parents feel that the school's culture and ethos is strong. Internal signage supports accessibility around the school. Children have the necessary Pictorial or symbolic package to enable them to make progress.

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<p>Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.</p>	<p>Children are identified and offered specific interventions to meet their need.</p> <p>Close liaison with health professionals.</p> <p>Intervention possibilities identified.</p> <p>Individual physio programs supported.</p>	<ul style="list-style-type: none"> • Delivery of specific physical mobility packages to those with a need. • Fine motor interventions provided. • School to work closely with outside agencies to ensure individual bespoke packages can be delivered. • Liaison with agencies to ensure equipment that is required is available. 	<ul style="list-style-type: none"> • Weekly motor skills intervention to be timetabled. • Baselines and progress to be monitored. • Equipment to be checked to ensure safety. • New equipment identified and purchased. 	<p>SEND team</p>	<p>Weekly</p> <p>Start and end of intervention.</p>	<ul style="list-style-type: none"> • Pupils receive an intervention to meet their area of need. • Impact on the progress of children within all areas of the curriculum. • Staff are well informed and have the knowledge and skills to complete the roles with confidence, supporting staff when needed. • Equipment is accessible and safe
<p>Create effective learning environments for all pupils.</p>	<p>Staff are aware of children who have been identified as having a learning difference or specific need. The learning environment underpins positive relationships.</p> <p>The children feel valued.</p> <p>The environment is a safe place.</p>	<ul style="list-style-type: none"> • Investigate pupil's learning preferences. • Seek advice relating to learning needs. • Continue to screen and investigate pupil preferences. 	<ul style="list-style-type: none"> • Ensure consistent use of Dyslexia friendly resources throughout school. • Ensure that staff are aware of the problem colours for identified children and that these are limited as much as possible. • Ensure pupil voice continues to be a key part of SEND reviews to ensure the environment is meeting their needs. <p>CPD events.</p>	<p>Teachers/ SEND Team</p>	<p>When appropriate</p>	<ul style="list-style-type: none"> • Learning differences are identified • Progress is made by the pupils in both academic and pastoral areas. • Soft data and impact reports support pastoral progress.

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Identify provision for pupils identified as having a diagnosis	Staff are aware of children who have a diagnosis <ul style="list-style-type: none"> Understanding of their unique needs are implemented. 	<ul style="list-style-type: none"> Ensure that provision is in place to meet the needs of children with a diagnosis that require support Funding applied for where necessary. Liaison with health professions. ASD strategies and toolkits shared Sensory audits completed. 	<ul style="list-style-type: none"> CPD training events and encouraged for all staff Support is accessed through SIS (School Inclusion services) Provision identified for children with a diagnosis Sensory audits to inform practise. 	All staff SEND Team	As appropriate	<ul style="list-style-type: none"> Children with a diagnosis form part of the school and function well within their environments Progress is made. Pupils with a diagnosis are part of the school and function well within the environment Staff will have the appropriate training to enable them to meet the needs of all children Funding will enable the school to provide bespoke packages of support.
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Section 3: Access to information

- Ensure that information about the needs of pupils is shared effectively throughout school.
- To make information on the schools SEN policy and local offer accessible for parents.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
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<p>Ensure that information about the needs of pupils is shared effectively throughout the school.</p>	<ul style="list-style-type: none"> • Formal and informal meetings with members of staff that work with a named child. • Regular contact between class teacher, TA, SEND team. • Transition notes from previous teacher regarding all pupils • Information sent school to school regarding pupils who transfer • Medical details accessible by all staff 	<ul style="list-style-type: none"> • Develop and extend the use of pupil profiles to record and share information about children identified as having a SEN, disability or specific medical need. 	<ul style="list-style-type: none"> • Continue to use All About Me Profiles • Health care plans to be updated and checked termly or when any significant changes occur for pupils with medical needs • Health care plans shared with relevant staff 	<p>SEND Team</p>	<p>Termly</p>	<ul style="list-style-type: none"> • All staff will have the relevant knowledge to meet the needs of the pupils.
<p>To make information on the schools SEND policy and local offer available to parents</p>	<ul style="list-style-type: none"> • Information on the schools SEND provision available – on the school website. 	<ul style="list-style-type: none"> • Ensure relevant updates are made to policies and that parents can access these. • Ensure new parents are signposted to the relevant areas on the website. 	<ul style="list-style-type: none"> • To update the SEN policy annually. • Publish the local offer on the schools website. • Policies and SEND information is updated on the website 	<p>SEND team</p>	<p>Annually</p>	<ul style="list-style-type: none"> • SEND information is available.

Section 4: Access audit

- Increase site access to meet the diverse needs of pupils, staff, parents, community users and visitors.

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Ramps	<ul style="list-style-type: none"> • Ramps from the hall and school exit door to the playground. 	<ul style="list-style-type: none"> • Ensure these are kept clear. • Identify external routes for wheel chair users to access all parts of the building. • Maintenance is carried out. 	Site Manager	Constant vigilance
Toilets	<ul style="list-style-type: none"> • Disabled Toilet fully accessible. 	<ul style="list-style-type: none"> • To ensure that disabled toilet facilities are in working order and accessible. 	Site Manager	Daily
Alarms	<ul style="list-style-type: none"> • Alarms are in place and in working order. • Fire 	<ul style="list-style-type: none"> • Alarms are tested weekly and the staff and children are aware of the fire alarm sound 	Site Manager	Weekly
Modifications	<ul style="list-style-type: none"> • To ensure the school seek advice with regards to modifications to the building. • Funding applied for when necessary adjustments are required. 	<ul style="list-style-type: none"> • To contact the PDSS (Physical Disability Support Service) for advice on premises modifications if pupils with additional needs join the school. 	Site Manager/ HT/ SEND team	As new children arrive.
Internal signage	<ul style="list-style-type: none"> • Installed fully in line with legislation 	<ul style="list-style-type: none"> • Ensure in good repair and updates as necessary 	Site Manager	Weekly
Emergency escape routes	<ul style="list-style-type: none"> • This was done fully in line with legislation • All emergency exits are apparent and the staff and children are aware of escape routes 	<ul style="list-style-type: none"> • Check emergency lighting • Annual Fire Safety Check 	SM All staff	Weekly(automated) Annual

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Increase diabetes awareness.	<ul style="list-style-type: none"> All children with diabetes are highlighted and their needs administered. 	<ul style="list-style-type: none"> Relevant staff to be trained on safe administration of insulin and procedures pertinent to named children 	SEND Team/ First Aiders	As new pupils arrive
To ensure medication is administered.	<ul style="list-style-type: none"> The medical needs of all children are highlighted and staff made aware. 	<ul style="list-style-type: none"> Medication and any relevant equipment such as sharp bins are contained securely within a designated area. 	Office/SEND Team	As new pupils arrive
Specific needs/ diagnosis are identified.	<ul style="list-style-type: none"> Children who have a medical diagnosis/ need are identified and plans are put into place to need their needs 	<ul style="list-style-type: none"> Children are highlighted as having a need. Health care plans are put into place. Regular liaison with parents is in place. 	SEND Team	As new pupils arrive Termly Daily

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

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