



**Shaw
Education
Trust**



**PORTLAND
SCHOOL**

Portland School Accessibility Policy 23/24

Procedure Originator:	Joanne McKinney
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Approved By:	SET
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Queries to:	Portland School
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Review Interval:	Every 3 years
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At Portland we are committed to providing an environment that enables full access and participation in the school community for all pupils, staff and visitors with a disability, regardless of their physical, sensory, social, spiritual, emotional and cultural needs.

We have high expectations of all pupils. We are a very inclusive school and are eager to promote a culture of support and awareness within the school.

We are committed to taking positive action in light of the Equality Act, 2010 and its elements previously covered by the Disability Discrimination Act 2005 with regards to disability.

The Equality Act, 2010, in part defines disability as when a person has a 'physical or mental impairment which has a substantial and long term effect on that person's ability to carry out normal day to day activities'. This act also ensures rights related to age, gender, race, religion, and others.

Some other specific medical conditions are also considered as disabilities.

At Portland:-

- We will continue to make reasonable adjustments to avoid disabled people being placed at a disadvantage.
- We recognise the need to make changes to our practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what we offer to the same extent as a person without a disability.
- We recognise the need to treat a disabled person more favourably in order to ensure that they are able to access what we offer to the same extent as a person without a disability.
- We do not discriminate against a disabled pupil, with regard to admissions, simply because that pupil is disabled and this is reflected in our Admissions Policy.
- We will provide auxiliary aids or services for a disabled pupil, when it is reasonable to do so, to ensure that the pupil is not at a disadvantage in comparison to a non-disabled pupil.

The school has drawn up an accessibility plan, which will be published on the school's website and which has the following main aims:-

- To increase the extent to which disabled pupils can participate in the curriculum.

- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, facilities and services provided.
- To improve the availability of accessible information to disabled pupils.

The school will review its accessibility plan at least every three years.

Physical Access to the Environment

Trent Vale

The car park is on the same level as the school, with disabled spaces marked out nearest to the school building adjacent to the Main Reception. There is also a separate car park area to provide safe access for minibuses, taxis, and for parents to drop-off pupils.

Portland School, Trent Vale was built in 2012 and comprises of separate Key Stage learning zones, each with direct access, disability compliant doors and connecting corridors. The school building is one storey.

Access to the rear of the school allows direct ground level access to the two learning hubs. Accessible toilets are throughout the building with the one nearest reception having an accessible shower. All doors comply with current fire regulations and are wide enough for disabled access.

Blythe Bridge

The car park is on the same level as the school, with disabled spaces marked out nearest to the school building adjacent to the Main Reception. There is also a separate car park area to provide safe access for minibuses, taxis, and for parents to drop-off pupils.

Portland School, Blythe Bridge was substantially remodelled and refurbished in 2012 and now comprises of separate Key Stage learning zones, each with their own ramped access, disability compliant doors and connecting corridors.

The school building is two storey with ramped and lift access between floors. Lone Working Policy and LOLER Policy restrictions, removes the use of the lift at particular out of hours times.

Access to the rear of the school allows direct ground level access to the first floor level. Accessible toilets are throughout the building with the one nearest the changing rooms having an accessible shower. All doors comply with current fire regulations and are wide enough for disabled access.

Access to Information

Hand-outs and information given in class can be enlarged to meet the needs of pupils with a visual impairment.

ICT is used to display written information in different formats and with different colour backgrounds and fonts.

The school website uses fonts which are clear and allows browsers to use zoom on the pages without distortion.

Linked policy documents:

- Accessibility Plan
- Admissions Policy
- Asset Management Policy
- Behaviour Policy
- Complaints Procedure
- Curriculum Policy
- Educational Visits Policy
- Equality/Equal Opportunities Policy
- Fire Policy
- Health and Safety Policy
- Lettings Policy
- Rights Respecting Schools Equality
- School Development Plan
- SEND and Inclusion Policy

Parental Involvement & Communication

- Some of the ways we involve and communicate with parents/carers:
- Daily home/school communication, using Class Dojo
- Weekly (or daily if appropriate) phone calls home
- Text messages sent home for prompts and reminders

- Family Support Team - Individual packages of support, adapted Triple P, behaviour management support.
- Regular coffee mornings/ activity sessions

Portland uses any or all of the following to communicate with parents:

- Telephone
- Text
- Email
- Letter

If the school staff are aware of parents who cannot read, staff will use telephone calls to communicate. Similarly, parents with English as not being their first language will often have a text message sent to them as well as a telephone call so they can refer to the text for clarification or translation.

Admissions

Controlled by the local authority.

Consultation meetings are held with parents prior to admission to Portland School

New parents meetings are held with the Family Support Team, the SEND team or a member of leadership with all information shared and paper work completed

Access to Curriculum

At Portland School all pupils have access to a full, broad and balanced curriculum and the school is committed to overcoming potential barriers to learning for pupils with a disability.

The school provides resources, auxiliary aids and equipment and support to ensure that pupils are fully able to access the curriculum.

Classroom organisation also contributes to accessibility.

Pupils with a disability are able to fully participate in out of school visits, after-school clubs and cultural activities.

The school also seeks and follows advice on the provision of resources, aids and support, from Local Authority support services, such as specialist teachers, advisors and health professionals.

Support staff are deployed according to individual pupil's needs.

Training is given to teachers and teaching assistants to teach and support pupils with a disability.

The curriculum is differentiated to suit the needs of individual pupils/students

We have tailor made packages around individuals that involve alternative educational providers

Teachers take into account children's needs and statement objectives and provide additional teaching aids and resources as appropriate e.g. reading windows for dyslexic students, use of a laptop, ear defender for children who suffer from sensory overload.

Staff Training

We are fortunate to have a wealth of expertise and experience amongst our staff, which means we are able to offer quality in-house training. Examples of in-house training: attachment and trauma, behaviour management, teaching and learning, lesson adaption, and CPI.

Sports/PE Activities

All children have access to differentiated PE lesson, planned and adapted to suit the needs of the children.

The children also have access to various activities such as Forest School, life skills and swimming.

Recreational Activities

We run flexible timetable to allow opportunities for recreational activities such as; supported play activities, life skills, reward times etc. During these

sessions, the staff will provide additional support for those pupils who struggle with social skills and resilience. Activities and levels of support are considered carefully in order to build resilience and slowly encourage pupils to engage and push themselves out of their comfort zones, without the feeling of failure.

Welfare - Pupils & Staff

The welfare of our pupils and staff is paramount at Portland School. The children are taught in small group setting, which means our staff get to know them very well. We access many other agencies in order to support the needs of our children such as; CAMHS, Educational Psychology, School Nurse, careers.

Staff equality and needs are accommodated where possible. Requirements of religion, pregnancy/new mothers, long term medical conditions, are all considered during discussions with the individual concerned.

Disabilities Data

An annual update from staff/pupils of new/existing medical conditions, including allergies, etc. is collated and individuals' needs are assessed. Advice is sought from Occupational Health when required.

Financial Planning for implementing changes

Advice is sought on individual cases from the local authority Premises & Client Officer and the local authority Health & Safety team, a budget and program of works is set accordingly.

Audits & Inspections

Areas of equality audit and inspection are often incorporated into the creation/review of other policies (see linked documents). It is also checked during Ofsted inspections, etc.

	Aims	Actions	Responsibility	Time Scale	Outcomes
Physical Access	To conduct an annual health and safety learning walk with Headteacher, school business manager and Equans	Audit the provision to maintain a safe and accessible environment	School Business Manager (Helen McDonald)	Annual basis	A plan of actions will be drawn up, including time frames, for any outstanding health and safety issues. School and Equans to action
Curriculum Access	To develop outdoor areas to provide a wide of learning opportunities to meet the changing needs of our two cohorts and meet their mental health and wellbeing needs	Surveyors to be complete assessment of cost for works to outdoor areas. To train learning mentors and positive play practitioners.	Mental health and Wellbeing lead (Karl Burgess) Curriculum lead (George Anderson)	Throughout the year	Outdoor areas to be setup to meet the needs of the children one ach site. Pupils to be provided with exciting and fun opportunities to play and learn safely and engage at a range of levels. All students have full access to all curriculum opportunities across school.
Access to Information	To develop greater understanding of parent/carer needs and ensure that information is provided in a range of forms to suit the needs of this group	Audit the communication needs of all stakeholders. Create clear communication with parents policy.	Family support Team (Mark Townsend)	Throughout the year	Clearer, more positive communication with parents, aiding the school to better meet the needs of the pupils.

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**Pupil &
people
centred**

**Act with
integrity**

**Be
innovative**

**Be best
in class**

**Be
accountable**

