



PORTFIELDS PRIMARY SCHOOL ACCESSIBILITY PLAN

Date	Review Date	Co-ordinator
September 2025	September 2027	Sarah Folkard

Purpose of the Plan

The purpose of this plan is to show how Portfields Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Portfields Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if: a) They have a physical or mental impairment b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010, all schools must have an Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation' This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the plans of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities of school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

Section 2: Aims and Objectives

The tables below set out how the school will achieve these aims.

Improving access to the curriculum for pupils with a disability.

Aim	Strategy	Outcome	Responsibility	Time Frame
Increase access to the curriculum for pupils with a disability	Portfields offers a adapted curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully. Audit of CPD needs and specific training, including medical training needs. Greater understanding and skill set of various pertinent medical needs. Pupils to have access to the use of left handed scissors, adaptive equipment, therapeutic putty, wobble cushions, pencil grips, fidget toys, coloured acetates for reading and self-checking and access to sensory break equipment such as ear defenders. Pupils will have access to the wide range of accessibility features of tChrome book devices and laptops to aid learning activities.	Good levels of progress seen amongst all vulnerable sub groups.	Class Teacher SENDCo SLT	Ongoing
Exploitation of technology to support learning for all groups of learners	Support all staff to implement and effectively use technology within the classroom. Use of Chrome books for all applicable pupils – source individual apps that are suitable support – staff training provided where applicable.	Increased rates of progress for all learners. Increased staff confidence with these programmes	SENDCo Class Teacher	Ongoing
To offer gross motor interventions for specific children to help them to access the PE curriculum	Staff will require training where necessary. Premier Staff to attend training in order to create and establish a gross motor skills intervention group. Use of trampolines, gym equipment, orienteering course and trim trail, among other resources, to support gross motor skills	Gross motor targets, on individual plans, identifies and shows progression.	Class Teacher Premier Staff SENDCo	Ongoing
Widen the availability of physical activity	To enhance outdoor spaces to ensure access for all. Have additional PE lessons in EYFS All year groups attend Forest School to develop gross and fine motor skills	Children who are more active, healthy and	Class Teacher HOY	Ongoing

within the curriculum	To embed physical breaks as part of individual children's daily learning activities	ready to learn	SEND0 DHT	
Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and for those with a recognised Mental Health need.	Commitment to CPD to promote health and wellbeing Development of "Personal Development" curriculum using new Kapow Framework Embedding and enhancement of an outstanding pupil safeguarding offer Effective use of the Sports Premium funding to promote excellent pupil health including orienteering, first aid training Delivery of extra-curricular opportunities which promote mindfulness and wellbeing	An increase in visitors to support our safeguarding and pupil health and wellbeing curriculum	SENDCo SLT	
Enhance of Nurture provision	Pastoral team trained as MHFirst Aiders and Protective Behaviour Practitioners Nurture provision offer for all pupils first thing in the morning	Children with SMEH needs are identified and TA supported appropriately	SENDCo Pastoral Team SLT	Ongoing

Improving the delivery of written information to pupils

Aim	Strategy	Outcome	Responsibility	Time Frame
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats	The school will be able to provide written information in different formats when requested for individual purposes	Office Staff	Ongoing

Make available school information, school newsletters and other information for parents in alternative formats when specifically requested (translated documents where possible)	Review all current school publications and promote the availability in different formats when specifically requested	All school information is available on the Website.	SLT Office Staff	Ongoing
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Improving and maintaining access to the physical environment

The school is DDA compliant: internal doors are set to a width to accommodate wheelchairs, the building has wheelchair access, there is a disabled toilet next to the offices. There is a plan to create a wet room in 2026 September)

Aim	Strategy	Outcome	Responsibility	Time Frame
All current facilities and accessibility are regularly reviewed for compliance	All statutory compliance checks are carried out. All internal and external health and safety works are carried out to review compliance and improvements are carried out, if required.	Site is a safe and accessible place.	HT Site Manager Governor	Ongoing



ONLINE LEARNING RULES FOR PUPILS

Class _____

These rules help us to stay safe on the Internet:

- We ask permission before using the Internet.
- We only use websites that an adult has chosen or approved.
- We tell an adult if we see anything we are uncomfortable with.
- We immediately tell an adult about any webpage we are not sure about.
- We never give out personal information or passwords.
- We never arrange to meet anyone we don't know.
- We do not use Internet chat rooms.
- We only use You Tube or other video websites in school if a teacher has given us permission.

We are signing to say that we agree to these rules.