

Portway – Whole School Accessibility Plan

For the academic year 2021/2022



**Leading
Learning Trust**

Portway Primary School is part of the Leading Learning Trust



ACTIONS	PERSON(S) RESPONSIBLE	TIME	RESOURCES	SUCCESS CRITERIA/IMPACT ON ACHIEVEMENT
Physical				
OT interventions and assessment	LG	Ongoing	Inclusion budget NHS service	<ul style="list-style-type: none"> • The use of school based OT programmes to improve focus, concentrations and regulation as well as developing fine and gross motor skills. • The Occupational Therapist (NHS) provides assessments for individual children with physical and sensory difficulties on a case-by-case basis. • If necessary the school and parents provide recommended programmes to be implemented at home and school which supports the child's individual needs.
Curriculum				
Continue to use visual supports for the HNF children where appropriate to meet their needs,	Class Teachers LG	Ongoing	Time for monitoring the impact of use.	<ul style="list-style-type: none"> • All appropriate staff and children are able to use and follow a visual timetable/object cue timetable and where appropriate now/next boards. • Children are aware of daily routines.



including Zones of Regulation				<ul style="list-style-type: none"> • Supports positive behaviour management. • Common language and vocabulary around emotional regulation and dysregulation.
To work with outside agencies such as LCIS, CND, OT and SALT to support those pupils with additional needs.	LG	Ongoing	Inclusion budget	<ul style="list-style-type: none"> • To assess the needs of the children • Provide reports and supporting documents for Annual Reviews, Funding applications and EHCP applications • To support staff, pupils and families • To support target setting • To review plans/targets regularly
To ensure children are accessing the sensory room to meet the needs of all pupils.	LG	Ongoing	Inclusion budget	<ul style="list-style-type: none"> • Use of sensory room is effectively planned for with clear reference to pupils' sensory needs. • Sensory room is now serviced at 6 monthly intervals.
Educational Psychologist to work with children with barriers to learning (e.g.	LG	On-going	£8,000	<ul style="list-style-type: none"> • To assess the needs of the children • To develop the school's SEND offer and provision



behaviour, social, emotional, cognitive)				<ul style="list-style-type: none"> • Provide reports and supporting documents for EHCP and funding applications • To support staff, pupils and families. • To support CPD for staff where appropriate
Information				
Staff and Governors to be aware of the Accessibility plan in order to monitor delivery.	Chair of Governors Head Teacher	Autumn 2021	Governors' meetings	<ul style="list-style-type: none"> • Accessibility Plan targets achieved. • All pupils reach their full potential. • Staff and Governors are aware of the plan.
All staff to be aware of Public Equalities Act and its implications.	SC	Ongoing	Induction	<ul style="list-style-type: none"> • All staff are made aware of the Equalities Act and its implications for teaching and learning. • All new staff are made aware of the Equalities Act as part of induction procedures. • Signposting to Equalities duty, policy and action plan. • Governor's presentation.
To continue to update the 'school offer' annually.	LG	Annually- Autumn Term	School website	<ul style="list-style-type: none"> • Provision to meet the additional needs of all learners. • Improved pupil access to provision. • Children with SEND to make good or better progress.



To ensure all staff have access to CPD.	LG GH SC	Ongoing	CPD budget	<ul style="list-style-type: none">Staff who attend training will give feedback to their Line Manager/Class Teacher and where appropriate share key messages in weekly support staff meetings/whole school briefings.
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Note that the huge challenges posed by Covid-19 have meant that we have had to develop and adapt our practice in many areas of our provision. The way in which children, staff and parents have taken advantage of our existing digital platform and digital technology to enhance learning has been very successful. The lessons we have learnt are being applied to the wider development of our digital capability: as a Trust, as schools, and as individual practitioners.

