

Portland Spencer Academy

Accessibility Plan 2026-2029

Date of Adoption: September 2026

Date of Review: September 2029

Our School Mission

Through our ASPIRE ethos, we celebrate each and every child showing that we are all unique and special and that we work together for the success of each and every child. We pride ourselves on forming excellent relationships with pupils, parents and outside agencies to ensure children who have special educational needs and/or disabilities are included and valued in all aspects of school life.

Purpose of the Accessibility plan

The plan covers the following three key areas:

- Access to the curriculum- increasing the extent to which all pupils can access the curriculum.
- Access to the school environment- improving the physical environment of the school for the purpose of increasing the extent to which SEND pupils can take advantage of education and benefits, facilities or services provided or offered by the school.
- Access to information- improving the delivery of information to all pupils.

The plan outlines short – medium- long term targets covering the period 2026 to 2029.

A series of actions have been proposed to improve access, these have clear success criteria, possible resource implications and monitoring and review dates.

This plan should also be seen in relation to the following school documents:

Equality Principles and Objectives

SEND Policy

SEND Information Report

Supporting pupils in school with medical conditions policy and procedures.

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 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



Improving access to the curriculum

Provision and strategies already in place:

- School clubs, sporting and cultural activities and school visits are accessible to all pupils including pupils with identified barriers to learning and participation. Actions include: risk assessment, parental support, provision of additional support and/or resources.
- The school makes full use of a range of LA support services, health professionals and the community.
- Dartboards and provision mapping are in place detailing children's areas of strength, challenge and targets. These are reviewed termly.
- Nurture and Counselling staff are trained to support children through counselling and a range of nurture interventions.
- Specialist SEND spaces which are outcome driven and the children are strategically placed in provisions to ensure the most positive impact.

	Target	Strategies	Outcome	Timeframe	Goals achieved
Short-term	To provide Early Help intervention focusing on communication and interaction in the Early Years.	WellComm baselines and intervention, CPD, OxEd NELI trial, working with SALT professionals, communication with parents as part of 'Notts Year of Communication'.	Early identification of Communication and Interaction needs ensure strategies are in place to remove barriers.	2026 - 2027	
Medium-term	To ensure that staff understand inclusive practise and how this relates to personalised learning for children with complex needs.	Whole staff CPD, tailored CPD, guidance from professionals, support and guidance from SENDCo through half termly RAGs.	Inclusive practice is embedded to ensure all children can access a purposeful and balanced curriculum. Staff know and use different inclusive practises to meet individual pupils needs.	2026 - 2028	
Long-term	To achieve the IQM award for inclusion.	Self-evaluation, school improvement planning.	To ensure better educational and personal outcomes for all learners through greater staff confidence, stronger pupil voice and improved collaboration.	2026-2029	



Improving the physical environment

Provision and strategies already in place:

- All play areas are ramped and accessible by wheelchairs/pushchairs
- We have a lift which means all areas of the building are accessible by wheelchairs/pushchairs
- School have available: disabled toilet and changing space.

Portland Spencer Academy currently supports pupils with significant barriers to learning and participation with difficulties in the areas of: learning, communication and interaction and behaviour.

	Target	Strategies	Outcome	Timeframe	Goals achieved
Short-term	To further develop communication friendly school.	Consistent classroom Widgit labels, visual timetables, classroom provision map, use of Widgit in whole school environment.	All children and families can access the school environment.	2026-2027	
Medium-term	To increase the teaching space in The Nest.	Convert kitchen to an extended learning space, to review the purpose of spaces and reorganise for optimum accessibility.	Learning space is more purposeful and accessible to all children.	2026-2028	
Long-term	To improve current disabled toilet facilities in more than one area of school.	Liase with estates team, design accessible space, obtain quotes.	Improved access to toilet facilities.	2026-2029	

Improving the delivery of information

Provision and strategies already in place:

- All emails from Inclusion Team detail contact information
- Class Dojo is available for parents to message the Inclusion Team through- all stories posted and messages can be translated
- Support from the Inclusion Team and Pastoral Team for accessing professionals.
- Translators are offered for meetings.
- Parent mail and School Comms used as the main methods of sharing information.
- Class Dojo is used to arrange meetings.

	Target	Strategies	Outcome	Timeframe	Goals achieved
Short-term	To increase parent autonomy by improving knowledge of wider services available.	Develop a communication plan to be delivered via Class Dojo.	Parents understand what support is available and feel empowered to seek support for their child when needed.	2026-2027	
Medium-term	To gain parent voice around preferred methods of communication and accessibility needs.	Parent survey, gather parents voice in a variety of ways, creation of communication database.	All parents and families receive information in an accessible manner.	2026-2028	
Long-term	To increase the use of inclusive communication process including visuals supports, assistive technology and accessible information formats.	Visual supports, support from SALT for communication boards, review teaching resources, support from wider professionals.	Increase pupil independence and support cognitive load.	2026-2029	



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