



Accessibility Policy

Approved by the Council of Management, Wellbeing Committee in
February 2021

Our Designated Senior Lead is:

Mr Kevin Binns

Our Designated SENDCo is:

Mrs Nikki Nathan

Updated and revised 9th September 2021 by Kevin Binns and Nikki Nathan
Next Review date: September 2022

Accessibility

Port Regis aims to offer the highest quality of teaching and learning, and to support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be an inclusive and welcoming school.

We review and have taken steps to improve the physical environment of the school in order to increase the extent to which pupils with SEND are able to take advantage of education and associated services offered by the school.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by pupils with SEND are reduced as much as reasonably possible. We support our staff with a programme of training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed.

Context

All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips) where possible or provided with a differentiated curriculum where necessary.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Port Regis. We regularly review our staff's needs to ensure these are being met.

At Port Regis we have an Equality Committee which consists of:

- Headmaster
- Bursar
- Senior Deputy Head (Academic)
- Deputy Head (Pastoral)
- Human Resources Manager
- Head of Pre-Prep
- SENDCo

The committee may co-opt additional members whose expertise in any field would be of assistance.
The committee's terms of reference are:

- i) to review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- ii) to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- iii) to prepare the school's SEND and learning support policy
- iv) to prepare the school's accessibility plan and action plan.
- v) to review such plans and policies as necessary and at least on an annual basis
- vi) to advise the Headmaster on the school's ability to make reasonable adjustments.

We constantly review our provision for pupils with special educational needs and/or disabilities.

Author: KWB/NN
With the approval of Judy Williamson, Governor
Updated November 2020
Approved by the Governors Wellbeing Committee February 2021

Last updated 11/10/21 Kevin Binns & Nikki Nathan

Targets	Action	Roles	Resources	Timeframe	Outcomes/Success Criteria
Making the curriculum accessible:					
To ensure that we offer a differentiated curriculum for all pupils whereby individual needs are met	Curriculum resources include representation of people with special education al needs and disabilities Increased staff awareness of Pupil Profile summaries and identified in planning Staff training on supporting children with a range of difficulties (dyslexia, working memory, dyspraxia, etc) in INSETS, department meetings	SENDCo/ Director of Sport/ Senior Deputy Head Academic/HoDs		Ongoing	This ethos is built into lesson planning and schemes of work overseen by HoDs. Additional needs or barriers to learning are identified by the SENDCo and suggested strategies are disseminated to staff via Pupil Profile Summaries and the school database Resources are tailored to the needs of pupils who need support – coloured paper, larger fonts, dyslexia friendly presentations, assistive technology, reader pens Alternative provision for PE/Games provided Reduced subject options and personalized timetables are developed Training given to all staff on Quality First Teaching
Provide pupils with alternative methods of recording	Increase provision of word-processing skills Speech to Text technology and software	SENDCo	Appropriate technology	Autumn 2022	Touch typing courses available to all Resources available for use when required

Targets	Action	Roles	Resources	Timeframe	Outcomes/Success Criteria
	Talking Tins in Pre Prep Use of iPads for teaching assistants in class				
To offer a wide range of extra-curricular activities	Ensure that there is a mixture of physical and non-physical activities on offer each day	SENDCo/All staff	Staffing and activity resources	Sept 2021	That everyone can access at least one extra curricular activity each day if they choose
Specialist resources are available to assist children in class where needed	Acquire specialist equipment as required e.g. science, technology, sport, drama.	Heads of Departments	Specialist Equipment	As occurring	Wobble cushions, writing slopes, coloured overlays, larger keyboards and screens, specialist music books and music overlays
Ensure that pupils who need access arrangements are supported to undertake internal and external exams	Evidence is up to date and shared with senior schools where appropriate and with permission from parents	SENDCo/Examinations officer/Senior Deputy Head Academic	Staffing, physical space	Sept 21'	ISEB testing is undertaken with appropriate considerations in place Internal and external exam candidates with additional needs have appropriate measures in place Quiet spaces for exams to take place for children who need 1-1
Close liaison with parents to ensure participation and inclusion in extra curricular activities, trips and visits	Discussions with parents are had prior to any activities	SENDCo	Staffing, time	ongoing	Consideration is given to groupings, transportation, sensory issues, meals and unstructured times and 1-1 supervision if needed

Making the physical environment accessible:					
Compliance with Equality Act	All new buildings to be EA compliant	Bursar	Financial	Ongoing	Full compliance
Ensure effective lifting and handling	Training on lifting and handling, provision of evacuation needs	Bursar	Financial	As occurring	All staff aware of health and safety issues relating to lifting and handling. Appropriate staff adequately trained
Equipment suitable for use by pupils with a disability	All new teaching equipment purchased for teaching considered as to the suitability of its use by pupils with learning difficulties/disability	Heads of Departments	Financial	As occurring	Every reasonable effort demonstrated that purchase of equipment meets the needs of such pupils in a better way than the existing equipment it replaces
Meet non-discriminatory access to premises	Undertake fire risk assessment	Bursar	Financial	Annual and as occurring	Ensure that pupils with physical disability can access necessary parts of the school
Health Centre fully accessible	Relocate to ground floor	Headmaster		2024	
Appropriate Access to the mansion	Investigate accessibility particularly to Eastern end of building	Bursar	Funding set aside each year as a contingency	As occurring	Provision implemented as required/needed

Making information accessible					
Prospective parents aware of reasonable	Documents to be provided to	School Admissions Department	Staffing	As occurring	Reasonable adjustments are made at point of

adjustments available	parents of prospective pupils with a learning difficulty/disability Information Report on website				admission
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Alternative methods of displaying information on school website	Translation available	Marketing	Time	Ongoing	Website fully accessible
Provide school prospectus in alternative format	Braille (Blind Society) etc	Marketing	None	As occurring	School prospectus fully accessible
Ensure all pupils and visitors can access information	Alternative methods of recording investigated	IT Manager, HR Manager	Time and equipment	As occurring	Information fully available to pupils, staff, parents and visitors
Targets achieved 2009- 2021					
Full review of Admissions Policy and Procedure					
Head of Learning Support/SENDCo					
Contracted Speech and Language Therapists					
Involvement with Dorset Behavioural Services where appropriate					
Regular staff training on disability related issues eg dealing with autism					
Laptop provision available for a trial period for children who need them					
Induction loops introduced in Pre Prep					
Life Skills programme updated to include disability issues					
Improved lighting to Upward, Jowett and Queen's					
Accessible washroom installed in Cent Hall					
Accessible changing and washrooms installed in Queen's					
Accessible hoist installed on poolside					

Tactile surface on steps from Mansion to Cent Hall
Improved use of database to record and disseminate information on pupils across the school, including Nursery