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PORT·REGIS

POLICY NAME	**Accessibility Policy and Action Plan**	POLICY OWNER	**Bursar**
APPROVED BY	**Wellbeing and Safeguarding Committee**	DATE APPROVED	**November 2024** **Review of Plan: September 2026**
DATE OF LAST REVIEW	**November 2024**	DATE OF NEXT REVIEW	**Review of Policy: November 2027**

Port Regis Accessibility Policy and Action Plan 2024-2027

Ethos and aims

Port Regis ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Disability, Inclusion, SEND and Learning Support Policy, available on the School's website, sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Disability, Inclusion, SEND and Learning Support Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.

- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and

- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Child Protection and Safeguarding Policy and Equality Opportunities Policy – Pupils, both of which are available on the school website.

This School is also committed to ensuring that it makes reasonable adjustments to enable employees with disability to function effectively and to their full potential. Further details can be found in the School's Diversity, Equity and Inclusion Policy, which can be found on the School's website.

The Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

How the plan is constructed

The School has an Equality Review Committee which consists of Sally Ehlen (Bursar), Barbara Lonergan (Deputy Head Academic), Iain Hepburn (Deputy Head Pastoral), Nikki Nathan (SENDCo), Rebecca Eves (Head of Pre-Prep), Clair Beaty-Pownall (Director of HR and Legal), Lizzi Gardner (Head of Marketing), Rory Pope (Head of Grounds) and Dave Sealy (Head of Maintenance) and may co-opt additional members whose expertise in any field would be of assistance.

The Committee's terms of reference are:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. 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
3. to prepare the School's Disability, Inclusion, SEND and Learning Support Policy.
4. to prepare the School's accessibility plan.
5. to review such plans and policies as necessary and at least on an annual basis.

The School's Equality Review Committee have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School conducts ongoing reviews of our provision for pupils with special educational needs and/or disabilities, using feedback from teaching and non-teaching staff, governors, parents and pupils. We

have used the results to ascertain understanding in the school community of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents.

The School has consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The results of the reviews have informed our school accessibility plan for 2024-2027. The plan and targets have been widely circulated to all teaching and support staff, pupils and parents and is available upon request from Geraldine White (Director of HR and Legal).

How the plan is reviewed and monitored

The School's Equality Review Committee meets biannually to frame recommendations for inclusion in the plan. These recommendations include input from the senior leadership team. Where possible, costings are allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

There is a formal review of the plan and of its implementation, at the Autumn Term Governor's Wellbeing and Safeguarding Committee meeting. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The School's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to Sally Ehlen (Bursar) via email at bursar@portregis.com. The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies:

- Disability, Inclusion, SEND and Learning Support Policy
- Admissions Policy
- Promoting Good Behaviour Policy
- Health and Safety Policy
- Curriculum Policy
- Equity, Diversity and Inclusion Policy – Pupils
- Child Protection and Safeguarding Policy

Improving access to the physical environment

	Targets	Action and Resource Required (including cost)	Timescale	Responsibility	Evidence of Implementation
Short Term	Compliance with the Equality Act 2010	All new buildings to be compliant with the Equality Act 2010. Costings are project dependent.	Complete to date, and reassessed if new building work required	Bursar	Full compliance of all buildings built since 2010
	Equipment suitable for use by pupils with special educational needs and/or a disability	Bursar / Heads of Department Review equipment provided to pupils identified with special educational needs and/or disability Costings are equipment dependent	Complete for current pupils. Continuously reviewed for new pupils	Bursar, SENDCo	Review during pupil SEND / disability assessments that the pupil has been allocated with suitable equipment
	Meet non-discriminatory access to premises	Undertake Fire Risk Assessment (cost to be part of contract in place with Dorset Council) - £2,772 Boarding risk assessment for child with visual impairment	April 2025 (completed) then annually thereafter September 2024 (completed) and reviewed annually thereafter	Bursar Head of Boarding	Completed Fire Risk Assessment demonstrated pupils with physical disability can access all parts of the School as required Individual risk assessments for children / adults with specific requirements
	Improve external access across the site	Improve external lighting around the car park, FMS, Jowett / Westfield pavilion and astroturf car park - £10,000	February 2025 and August 2026 (completed)	Head of Grounds	Receipts of lighting and physical inspection

		New disabled bay in main car park and zebra crossing outside dining room - £430	May 2025 (completed)	Head of Grounds	Physical inspection
		New control system installed to enable automatic lighting in the event of a fire alarm - £600	August 2026	Head of Maintenance	Physical inspection
		New rail on the FMS steps	December 2026	Head of Grounds	Physical inspection
		Paths leading from the Ivy car park to the Cottage Nursery - £600	July 2025 (completed)	Head of Grounds	Physical inspection
	Improve accessibility to Pritchard Building by resurfacing path	Replace uneven paving with tarmac on the path - £8,000	August 2025 (completed)	Head of Grounds	Receipts associated with the work Physical inspection of the path
	Ensure all new carpets are low pile, high density to aid wheelchair movement	Consider carpets as part of any new refurb / development. - New carpet in dorm in Mansion costing £1,200 - New carpets across various rooms costing £4,500	April 2025 (completed) August 2025 (completed)	Bursar / Head of Maintenance	Receipts of new carpets purchased from Sep 24 onwards
	Consider disabled access and facilities as part of Sports Centre changing room internal reconfiguration scoping	Head of Maintenance. Cost of plans and build estimated at £250k	2025 – delayed to 2026	Bursar	Architect plans
Medium Term	Review feasibility of locating Health Centre on the ground floor	Head of Maintenance / Bursar	2025/26	Bursar	Architect plans / report

		Conduct survey. Cost tbc			
	Audit of effectiveness of lighting across the site (visual impairment/ visual processing difficulties)	Head of Maintenance / Head of Grounds / Head of SENCo	2025/26	Bursar	Security site survey report
Long term	Review existing building plans of the Mansion to incorporate accessibility provision	Head of Maintenance / Bursar Cost tbc	2026/27	Bursar	
	Review accessibility / doors across all the site	Head of Maintenance / Bursar Cost tbc	2026/27	Bursar	

Improving access to the curriculum

	Targets	Action and Resource Required (including cost)	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	To ensure the School offers 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 and use of Pupil Profile summaries identified in planning. Resource is staff time. Staff training on supporting children with a range of difficulties (dyslexia, ADHD, working memory, dyspraxia, wellbeing of military children, etc) in INSETS, department meetings. Resource is staff time.	Resource audit Pre-Prep and Lower school (completed Spring 25') Pupil profile summaries short cut added to home screen for staff for easy access (completed Spring 25') Appraisal process for teaching staff highlights SEN planning (ongoing) Staff awareness training ADHD (complete Summer 25') and wellbeing of military children (complete Spring 25'), Executive function (complete Autumn INSET 25'), supporting SEN in boarding (completed Autumn INSET 25') Guest speaker (Fin O Regan) Navigating and supporting neurodiversity and	SENDCo/ Director of Sport/ Senior Deputy Head Academic/HoDs	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

			neurodivergence (INSET summer 26)		
	Provide pupils with alternative methods of recording and text recognition	Use of Immersive reader and/or Claro read in class and Claro SE in exams Immersive reader is at no cost Claro is at own cost/Claro SE provided by school	September 2024 (completed)	Bursar, Deputy Head Academic, SENDCo	Resources available when required
	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 across Pre-prep and Prep	September 2024 (completed)	Deputy Head Academic, SENDCo, Deputy Head Pastoral, Senior Master	That everyone can access at least one extracurricular 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, music Additional overlays £30	Complete for current pupils. Continuously reviewed for new pupils	Heads of Departments, SENDCo	Wobble cushions, writing slopes, coloured overlays, larger keyboards and screens, specialist music books and music overlays are available where needed
	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 Arrangements are in place for those that need access arrangements	September 2024 (completed)	Deputy Head Academic, Director of Studies (reporting and assessment), SENDCo	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 or small group invigilation

	Close liaison with parents to ensure participation and inclusion in extracurricular activities, trips and visits	Discussions with parents are had prior to any activities	Ongoing	Deputy Head Pastoral, SENDCo, School chef, Health Centre Manager	Consideration is given to groupings, transportation, sensory issues, meals and unstructured times and 1-1 supervision if needed
	To ensure teachers are up to date and fully able to support disabled/SEN pupils	Termly updates, INSET training for specific disabilities/SEN needs	Autumn Term 2025 INSET (completed)	SENDCo,	Teachers are aware of and are using strategies as directed in pupil profile summaries to support children with a disability/SEN need
Medium Term					
Long Term					

Improving access to information

	Targets	Action and Resource Required (including cost)	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Ensure that there are alternative methods for sharing school information with pupils, parents and visitors	Documents can be read through text to speech software, visual representations are available, touch screen laptops to enlarge online information, enlarged prints, audio versions of resources Subtitled versions of school videos available on request. No cost (aside from time – done in-house)	Academic year 2024-2025 (completed) September 2025 (completed)	Marketing/SENDCo/Deputy head Academic/Director of Studies (teaching and Learning)	Information is available in a wide variety of formats and accessible for all Subtitled version of the main school video and boarding video is available
	Train teachers to present information to groups in a way which is user friendly for disabled pupils - e.g. by reading aloud video or whiteboard projections and describing diagrams	Academic meetings for teachers targeting use of technology to enhance accessibility for disabled pupils	Academic year 2024-2025 (completed) Spring 2026 use of AI (completed)	Deputy Head Academic, Director of Studies (Teaching and Learning)	Teachers using technology to present information in a variety of ways that makes it more accessible
	Staff training events such as INSETS are adjusted for the hearing impaired by volume increase and subtitle function and/or captions in Teams, live recordings	Not so much a resource issue but an awareness by those delivering courses or training that these functions may be required. No cost aside from adjustments to sound from tech team.	Academic year 2026-2027	Marketing, Deputy Head Academic (INSETS), IT	All staff events are presented in a way that is accessible to all

	where necessary.				
Medium Term	Website Accessibility Statement	Review of website accessibility offering/information and drafting a suitably worded statement for users with a disability. No cost aside from staff time.	Academic year 2026-2027	Marketing Department	Visible on website
Long term	Consideration to translation of certain school policies into a number of languages to reflect staff members where English is not their first language.	Costings to be considered as there would be a charge unless we could use staff expertise internally.	Summer 2027 policy review discussion	Bursar/Marketing	Clicks on portal documents
	Consideration to translation of elements of the website/the entire website into different languages	Costings to be considered as there would be a charge unless we could use staff expertise internally, plus potentially a website admin cost.	Summer 2027 policy review decision	Bursar/Marketing	Clicks on website direct pages from the relevant countries/enquiries from targeted markets