

Purbrook



Special Educational Needs and Disability (SEND) Information Report (Local Offer)

2025 – 2026



Our vision

Learning and Growing Together

****Resilience *Independence *Respect***

At Purbrook Infant School, our vision is to nurture and grow our children into positive, self-regulated and ambitious learners who show resilience and confidence at each stage of their education.

All staff, children, parents/carers and governors aim to value and respect each and every one, regardless of our individual differences.

Rationale

At Purbrook Infant School, we pride ourselves on being an inclusive mainstream setting who holds equality at the forefront. We work within the framework of the Special Educational Needs and Disability Code of Practice: 0 to 25 years which states:

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training.*

Purbrook Infant School is a large, three form entry mainstream school located in Waterloo on the outskirts of Portsmouth. We are an inclusive school and welcome all children.

We have a range of facilities and expertise in school and through our links with outside agencies. Our school policies reflect our inclusive ethos in particular, our policies for SEND, behaviour and our accessibility plan.

The governors are responsible for monitoring the effectiveness and impact of the provision that the senior leadership team put in place for pupils identified as having Special Educational Needs/Disabilities (SEND). Governors will receive a regular report on these children's progress and will also monitor how the SEND budget will be allocated and spent.

Legislation and guidance

This Information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for children with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND Information Report

Aims

The following indicates information to be included in the SEND information report:

1. *How Special Educational Needs and/or Disability (SEND) are identified at Purbrook Infant School*
2. *The areas of need for which provision is made at Purbrook Infant School,*
3. *How we as a school, are inclusive of all needs; this includes:*
 - a) *How the school evaluates the effectiveness of its provision for such pupils, including how inclusive the school environment is;*
 - b) *The school's arrangements for assessing and reviewing the progress of pupils with SEND;*
 - c) *The school's approach to teaching pupils with SEND and ensuring they have high expectations of themselves;*
 - d) *How the school adapts the curriculum and learning environment for pupils with SEND;*
 - e) *How the school offers equal opportunity to pupils with SEND to ensure they have the chance to access key roles;*
 - f) *The support that is available for improving the emotional and social development of pupils with SEND to ensure they feel valued and equal parties,*
4. *How parents/carers will be communicated with,*
5. *Information about the expertise and training of staff in relation to children with SEND and how specialist expertise will be secured,*
6. *The arrangements for consulting parents of SEND children and involving them in their child's education,*
7. *Any arrangements made by the governing body or senior leadership team relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school,*
8. *How the SEND coordinator and governing body involves other bodies including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and supporting the families of such pupils,*
9. *The contact details of support services for the parents of pupils with SEND,*
10. *The school's arrangements for supporting pupils with SEND in transferring between phases of education or a change in setting.*

Definition

We recognise that a child has special educational needs if he/she has a learning difficulty or disability which is significantly greater than the majority of children of the same age despite carefully tailored planning and additional provision to support them.

Special educational needs and provision can be considered as falling under the following broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

1. How Special Educational Needs and/or Disability (SEND) are identified at Purbrook Infant School

Our school has a graduated approach to the identification and management of children with SEND. Each teacher has a record of the children in their class currently identified as having SEND. These records may include a plan detailing personalised targets tailored to the child's needs and the provision in place that will support them. This document we have called a Puffin Passport.

Before a child is placed on the school's SEND register, the following processes will be undertaken. These have been taken directly from the SEN code of Practice 0-25 years:

Assess

5.39 In identifying a child as needing SEND support, the class teacher, working with the setting SENDCo and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENDCO should contact them, with the parents' agreement.

Plan

5.40 Where it is decided to provide SEND support, and having formally notified the parents, (see 5.38 above), the class teacher and the SENDCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. 5.41 Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

5.42 The class teacher, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENDCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENDCO should support the class teacher in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

5.43 The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENDCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

2. The areas of need for which provision is made at Purbrook Infant School,

At Purbrook Infant School, the provision provided for children with SEND is carefully tailored around individual needs and is in addition to and goes over and above that of the provision in place for children without any additional needs. The range of needs considered for additional and alternate provision are to cater for the following areas of need, including, but not limited to:

- Communication and interaction e.g. speech and language disorders and delays, Autism Spectrum Conditions, mutism etc
- Cognition and learning including Neuro-divergent conditions e.g. dyslexia, dyscalculia, dyspraxia, ASC and ADHD etc, issues with memory/attention/processing
- Social, emotional and mental health difficulties e.g. anxiety, attachment disorders, trauma and ACES (Adverse Childhood Experiences)
- Sensory and/or physical needs e.g. processing difficulties, physical disabilities, significant medical conditions which require Health Care Plans and significant additional adult intervention

3. How we as a school, are inclusive of all needs; this includes:

a) How the school evaluates the effectiveness of its provision for such pupils, including how inclusive the school environment is;

Provision is embedded where the area of need is greatest. For example, social communication, and speech and language have become an increasingly common area of need and barrier to learning. The school has therefore adapted the environment to ensure visual representations of key language, the use of Makaton, staff lanyards with key vocabulary and visual representations, aided language boards, communication books and PECS (a picture exchange communication system which removes the barrier of verbal communication). Many children are also presenting with traits associated with dyslexia and so the environment and resourcing, including flip charts and the colour of paper used, are being adapted according to the need.

Interventions of support have also evolved to cater for speech and language needs for example, programmes such as Early Talk Boost and Narrative Skills where there is a focus on language development and understanding are a support in the increase of subject specific vocabulary and comprehension. Colourful Semantics, which assigns a colour to each part of a sentence (noun, verb, adjective etc), supports the development of sentence structure and grammar, and the appointing of a Speech and Language Therapy Assistant to assess, plan, teach and monitor the number of children being discharged from the NHS SaLT service are all impacting progress in the most prominent area of SEND need – speech language and social communication. This is to mention but a few changes to practice and provision including the more recent, school development focus on the impact of executive functioning skills on development. .

Regarding the integration of SEND children in to the classroom, which can cause sensory or cognitive overload; we have an ethos of ensuring all classroom displays are purposeful, classroom layout is conducive to needs and adaptations to work spaces, lesson structure and the addition of provision to further lessen sensory overload (such as ear defenders, privacy boards etc) to contribute a more inclusive, SEND friendly classroom. In extreme cases, where a child's SEND needs are so complex that it would be less inclusive if they were expected to be in the classroom, alternative measures are in place.

b) The school's arrangements for assessing and reviewing the progress of pupils with SEND;

Regular assessments including analysis of data, screening tools, the scrutiny of planning and books, the observations of teaching and learning, and liaisons with staff via monitoring review meetings and pupil

progress discussions, all help in identifying progress and catering for any gaps in learning. This is to ensure coverage in learning and progress, and to highlight areas of need in order to adapt practice and implement further support. Where an SEND need requires further, expert intervention; the SENDCo will refer to the relevant bodies for their professional input.

Progress information is shared with parents/carers in a variety of ways;

- Through informal conversations with teachers, face to face, via telephone or Seesaw, the school's online platform for communication
- Via parental consultations meetings
- Via SEND review meetings
- Through open mornings/events/parent workshops
- Via written reports
- Through Annual Review meetings
- Whilst completing external agency referrals or when in receipt of external agency assessments and reports

c) The school's approach to teaching pupils with SEND and ensuring they have high expectations of themselves;

Planning is carefully tailored to cater for specific and individual needs rather than blanket SEND targets for all SEND children. For example, some SEND children may require brain and movement breaks with shorter bursts of learning whereas other children may require adult intervention and the scaffolding of additional resourcing to support. Specific resources may also support individual children in accessing the curriculum, and in some instances, the child's curriculum may include prescribed specialist programmes such as physiotherapy or even a personalised plan tailored around the advice offered by outreach services.

Strategies such as pre teaching and consolidation tasks help to support where there is a need, and advice is also taken from professional reports which give teaching strategies and suggested provision. As a school, we ensure objectives are realistic but keep an element of challenge, and children are motivated to achieve to the best of their ability, always encouraging next steps.

d) How the school adapts the curriculum for pupils with SEND;

The school has devised a tool that adapts the curriculum so that SEND children can access learning at a more appropriate pitch. Our SEND toolkits are a breakdown of National Curriculum learning objectives, simplifying them into more manageable, achievable steps. This is to enable those children who are less likely to progress and attain at the rate of their peers, to demonstrate the smaller steps of progress they have made.

e) How the school offers equal opportunity to pupils with SEND to ensure they have the chance to access key roles

All children, regardless of individual differences, have equal opportunity to join the school's council, apply for prefect roles, and access school clubs. They are encouraged to do so and where appropriate and feasible, provision is made to enable them in doing so.

f) The support that is available for improving the emotional and social development of pupils with SEND to ensure they feel valued and equal parties,

It is important that all children, regardless of individual circumstances or additional needs are valued equally. In order to be ready to learn, children's basic needs need to have been met which

will include them feeling socially and emotionally secure. In order to support this, the following provision has been put in place;

- We have two trained ELSAs whose roles are to help nurture and develop a child's emotional literacy, supporting them in recognising and understanding their emotions and ensuring the child's emotional wellbeing is at the heart of the ELSA's practice
- We have a Family Liaison Offer whose role is to be a listening ear to parents and families; signposting them to avenues of support in terms of mediation, finances, housing and parenting courses. Our FLO will organise food and clothes parcels and has supported parents in helping themselves in terms of who to reach out to, to support their own mental health, wellbeing and safety. Our FLO can assist in completing paperwork and documents and is a point of contact for many of our families' Team Around the Family meetings and other such meetings. She hosts regular parent, coffee mornings to raise awareness, raise funds and encourage a parent presence in school
- The school is able to access the Primary Behaviour Support Wellbeing Service for families who are in need of support in the home, particularly focusing on parenting skills and the child's SEND needs and associated behaviours. This is also something that can be supported under the EP Service and school nursing.
- Our PSHCE/SCARF curriculums helps our children to acquire the knowledge, understanding, skills and values necessary to face challenges they may face in their lives and to become valued members of the school and wider community
- The school incorporates the NSPCC Talk Pants Campaign to educate children in personal safety and wellbeing.
- The school has embedded the use of Zones of Regulation with half termly focuses on the strategies aligned with each emotion, to empower the children to recognise and more appropriately manage their emotions or reads the emotions of others around them. This enables them to feel validated whatever their mood, and to more easily communicate this, through the visual systems in place.
- Personalised learning and behaviour plans including adaptations to classroom environments, lesson structure, expectations and lunch time provision
- Multi-agency working including initial levels of anonymous advice seeking (EP helpline, HIAS support lines, PBS consultations etc.) to gather strategies and expert input that can be utilised prior to referring for outreach input.
- The school has links with other services that support emotional wellbeing, including the Frankie counselling service, Hampshire Youth Access, the Mental Health Support Team and other similar bodies. Parents might also be signposted to private means of support that have been recognised as successful means of support in the past.

4. How parents/carers will be communicated with,

Close and frequent communications with parents/carers will ensure:

- They are notified if it is decided that their child will be added to or removed from the SEND register. Children removed from the SEND register remain closely monitored, under the school's Ever SEND umbrella.
- A meeting is held with the class teacher and if appropriate, the SENDCo, to develop an understanding of the child's areas of strength and needs both in the home and at school, as well as how these needs present and are best supported
- The parent/carer and child's wishes are taken into account

- Everyone understands the agreed outcomes sought for the child, what the next steps are and how the school and home will go about achieving these outcomes.

5. Staff expertise and the training of staff in relation to children with SEND;

In order to achieve an inclusive school that offers quality first teaching and provision, all staff are encouraged to undertake training and development.

The name of the SENDCo at Purbrook Infant School is Mrs Zoe Bailey who has over fifteen years' of experience at the school and over ten years' experience as a SENDCo. Mrs Bailey is a fully qualified SENDCo having completed the SENDCo Accreditation, a PGCiPP: NASEN National accreditation, in 2015. The SENDCo is also one of the school's Assistant Head teachers, her role being Inclusion. Mrs Bailey is one of the five Deputy Designated Safeguarding Leads, with the Designated Safeguarding Lead being the school's Head Teacher, Mrs Lisa de Carteret.

Mrs Melanie Ross, a fully qualified Speech and Language Therapy Assistant, contributes to the overall monitoring of Speech and Language in the school as well as the Language Lead, Miss Becka Wigmore, overseen by the Head teacher.

At Purbrook Infant School, the continuous professional development of our staff is at the forefront, and so regular statutory and non- statutory training is in place to comply with Hampshire County Council. This is for all staff, including the Senior Leadership Team, teachers, Higher Level Teaching Assistants, Teaching Assistants and Special Needs Assistants. Training may take the form of online training, INSET days, twilights, webinars and workshops.

When a need is identified for more specific understanding in a particular area of SEND, the Senior Leadership Team and SENDCo organise appropriate training and the dissemination of that knowledge through Professional Development Meetings. Training can also take place via outreach services.

All teachers and support staff undertake an induction when taking up a post and where appropriate this includes a meeting with the SENDCo to explain the systems and structures in place around the schools' SEND provision and practice. The needs of specific individual children will also be discussed.

The school's SENDCo regularly attend SENDCo network meetings in order to keep up to date with local and national updates in SEND.

The school requests outreach support from specialist teachers based at Riverside Special School, Primary Behaviour Support, or Waterloo Specialist School in Waterlooville.

Children can attend school part-time in order to also attend other settings, for example to support children with SEND who demonstrate behavioural difficulties. In our locality this is the Robin's Oak Centre for in reach or in more complex situations, alternative provision as a dual placement.

All staff have received training on trauma and attachment including emotion coaching.

We have two Emotional Literacy Support Assistants (ELSAs), Mrs Emma McMillan and Mrs Rhiannon Gilmore, who have been trained by, and receive regular supervisory support from, Hampshire Educational Psychology Service. Mrs Gilmore is a fully qualified teacher and both ELSAs have had a breadth of training including training around bereavement; both being very experienced practitioners.

The school has a Higher Level Teaching Assistant, Mrs Kate Young, who has experience and training in planning, delivering and assessing whole class teaching, and delivering interventions.

We have a Forest School accredited member of the team, Miss Michelle Green who delivers weekly Forest School sessions across the whole school, supported by other experienced staff. Miss Green is also trained in outdoor first aid.

Teachers are observed by the Senior Leadership Team and governors to consistently monitor and improve the quality of teaching and learning.

As can be seen below, the school works closely with a breadth of external agencies to meet individual children's needs within our school.

The Senior Leadership Team and SENDCo meet regularly to review the training, guidance and advice that staff across the school need, to ensure they meet the additional learning requirements of our children.

The school has a number of fully qualified full first aiders; our Emergency First Aiders at Work are Mrs Alison Steere, Mrs Vicki Gibson, Miss Katie Hewitt, Mrs Vicki Wright and Mrs Natalie Brutnell, and the school's trained Fire Marshalls are Mrs Clare Craig, Mr Paul Stray, Mrs Jackie Edmonds, Mrs Rhiannon Gilmore, and Mrs Zoe Bailey.

Team Teach trained practitioners are Mrs Lisa de Carteret, Mr Paul Stray, Mrs Sara Dance, Miss Becka Wigmore and Mrs Zoe Bailey.

6. Any arrangements made by the governing body or senior leadership team relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school;

If a parent wishes to make a complaint, they should initially contact the child's class teacher who will attempt to resolve the matter quickly and informally. Should the concern not be resolved to the parent's satisfaction, it may be necessary to organise a meeting with the SENDCo and where this is unsuccessful, the Head teacher may decide to deal with concerns directly. Where no satisfactory solution has been found, parents/carers are asked if they wish their concern to be considered further via the school's Governing Body. Information of how to further proceed with this can be ascertain verbally, by the school's admin team or Head teacher or can be found on the school's website under the Complaints Policy.

7. Working with outside agencies for in school support and the contact details of support services for the parents of pupils with SEND;

Purbrook Infant School works closely with a range of agencies in order to gain advice and implement support in school. These include health and social care agencies, local authority support services and voluntary sector organisations, in meeting children's needs and supporting their families.

The following is a non-exhaustive list of external agencies the school works with;

- SENDIASS
- Educational Psychology Service
- Speech and Language Therapy Service
- CAMHS (Child and Adolescent Mental Health Service)

- The Owl Centre, providing assessments and support for Autism, ADHD and other ND or therapy needs (under Hampshire) or the Portsmouth ND Team if the child's GP practice is under Portsmouth County Council.
- Mental Health Support Team
- Occupational Therapy Service
- Specialist Teacher Advisory Service including physiotherapists, hearing and visual impairment specialists and those support sensory needs (where impacting physical ability)
- Primary Behaviour Support Team including their Wellbeing Team
- Specialist schools e.g. Riverside School and The Waterloo School outreach services and training
- Portage for children up until the age of 5 years
- The Education Inclusion Team
- Barnardo's Parenting Services and other charities
- School Nursing Team via their clinics
- Hampshire's Early Help Hub service which may include Family Support or Social Workers
- The SEND Team
- Paediatricians
- Education Providers for alternative provision
- Hampshire Youth Access and other similar charities including Frankie
- Young Carers support
- Bereavement Support Groups including The Rowan's Hospice who can offer a bereavement service via their Meerkat Team
- Chestnut Tree House and other hospices
- Incontinence nursing team

There are a large number of other agencies set up to support the parents and families of children with an SEND need. These can be sourced via the follow means of contact;

- SENDIASS – <https://www.hampshiresendiass.co.uk/>

Hampshire SENDIASS is an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) that aims to make a positive and lasting difference for children and young people with special educational needs and/or disability (SEND) and their parents and carers. They do this by providing timely confidential, impartial information, advice and support through our online resources, at events and workshops, via their helpline service and through individual case work.

- Hampshire Local Offer is an information service -

<https://fish.hants.gov.uk/kb5/hampshire/directory/home.page>

The website has been co-produced with parents/carers, professionals and young people. The site has a bank of information about services and support for children and young people with Special Educational Needs and / or Disabilities

- IPSEA (Independent Parental Special Education Advice) – <https://www.ipsea.org.uk/>
- The National Autistic Society Hampshire Branch - <https://www.shantsnas.org.uk/>
 - Hampshire Dyslexia support – <https://www.hantsda.org.uk/>

Hampshire Educational Psychology who can also be contacted via their parents/carer helpline as can be seen on the following website which offers advice and support –

- Hampshire CAMHS - Hampshire Child and Adolescent Mental Health Service (CAMHS) is a NHS specialist service that aims to help young people aged 5 -18 years and their families who are finding it hard to manage their emotional and psychological health, and who are suffering with acute, chronic and severe mental health problems – <https://hampshirecamhs.nhs.uk/>
- The Owl Centre, a service provided under Hampshire for the assessment and support of Autism and ADHD - <https://www.theowl.org/>

Portsmouth ND Team for those children who are registered under a Portsmouth GP practice –

https://solent-family-assist.custhelp.com/app/answers/detail/a_id/212/~-/portsmouth-neurodiversity-team

- Hampshire's Early Help Hub – who offer means of extra support for a variety of reasons where families might need extra intervention through a more coordinated approach, which goes above and beyond that of the school's capacity. Early Help brings professionals together who will work with the whole family to try and improve things for everyone –

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/early-help>

8. The school's arrangements for supporting pupils with SEND in transferring to Purbrook Infant School and between phases of education / a change in placement;

When children begin at Purbrook Infant School, in our Foundation Stage, the child's key adults, including their teacher, make a visit to the child's home to meet with the family in the child's safe place. Here, they enjoy learning about the child's likes/dislikes and any other pertinent information.

Admission for a child with SEND (without an EHCP) is no different to any other child however, common practice is for the SENDCo and when appropriate, the child's key adult/s to organise a Transition Partnership Agreement meeting (TPA) to discuss the child's needs in more depth and ensure that the provision in place at the pre-school setting, is mirrored in school to support a smooth transition.

The school holds a two week period of transition for each new entrant to visit our school prior to starting so they can begin to familiarise themselves with the setting and key staff. Where a child is likely to find a move into our setting more difficult (whether this be due to an emotional, physical or SEND need), they will be encouraged to make additional visits to the school prior to formally starting. The SENDCo and other key staff are also likely to visit the child in their pre-school setting as well as provide further provision for example, a social story, to support a more successful transition into school.

To transfer a child into an infant school in Hampshire during the school year, you must complete an "in-year" application through Hampshire County Council's website. The application process is handled by the county council, which forwards it to the school for a decision. This is the process for all children, including those with a special educational need and/or disability.

For children with SEND, who are in receipt of an Education Health Care Plan, the procedure for admissions is that the school is consulted by the Local Authorities' SEND Team to ascertain whether the school will be able to meet the child's needs as presented in their EHCP. This includes children transferring mid-year.

For more information, please refer to our schools' Admission or Accessibility Policies.

9. Securing equipment and facilities

The school liaises with external agencies e.g. Occupational Therapists and Special Teacher Advisors for hearing or visual impairment and for physical needs who assess the child's needs more expertly, and advise/supply appropriate equipment as necessary.

Staff liaise with the SENDCo if there is an identified need that requires a particular resource to support a child.

10. What is the school's arrangement for the admission of disabled pupils?

The school welcomes applications from all pupils, including those with disabilities. Admission arrangements are fully compliant with the Special Educational Needs and Disability Regulations 2014 and the Equality Act 2010.

- The school's admissions policy ensures that no pupil is refused admission on the basis of disability or special educational need where we can reasonably meet their needs.
- Families are encouraged to share relevant information about a child's disability during the admissions process so that appropriate arrangements can be planned in advance.
- Transition meetings with parents, nursery settings, health professionals or previous schools may be arranged to ensure individual needs are understood prior to entry.
- Where expert advice is required, the school will seek support and input from the relevant outside agency services.

Steps Taken to Prevent Disabled Pupils Being Treated Less Favourably

The school is committed to ensuring disabled pupils are not placed at a disadvantage compared to their peers.

We endeavour to achieve this by:

- Making reasonable adjustments to policies, procedures, and day-to-day practice in line with the Equality Act 2010.
- Providing differentiated teaching and accessible learning materials.
- Offering additional adult support, or personalised interventions where appropriate and feasible.
- Ensuring disabled pupils can participate fully in trips, clubs, and wider school activities through proactive risk assessment and planning.
- Delivering ongoing staff training in inclusive practice, understanding disability, and supporting pupils with medical or mobility needs where possible.

Facilities to Support Disabled Pupils' Access to the School

The school has a range of facilities in place to support access for disabled pupils. These include:

- Handrails, stools, adapted chairs and cutlery, and frames to support the use of the toilet
- Designated quiet or sensory-friendly spaces for pupils who may require a low-stimulus environment.
- Visual signage and colour-contrast markings in key areas of the site.
- Adjustable furniture, assistive technology, and specialist equipment provided according to individual need.

Due to the age and layout of the school's building; accessible pathways allowing step-free access is more challenging to achieve.

Accessibility Plan (Prepared Under Schedule 10 of the Equality Act 2010)

The school has an up-to-date Accessibility Plan that is reviewed every three years (or sooner if required). The plan focuses on three key areas:

1. Increase the Extent to Which Disabled Pupils Can Participate in the Curriculum

The school aims to ensure all pupils can engage in a broad, balanced, and inclusive curriculum.

Key actions include:

- Differentiating lessons and adapting teaching strategies to meet a range of learning needs.
- Providing assistive technology, visual supports, and alternative methods of recording work. This includes enlarged texts.
- Ensuring staff receive training in specific SEND needs such as autism, sensory impairments, dyslexia, and medical conditions.
- Working collaboratively with external specialists to ensure pupils' needs are appropriately assessed and supported.

2. Improve the Physical Environment of the School

The school works to ensure its buildings and grounds are as accessible as possible for disabled pupils. Actions may include:

- Improving lighting, and signage in learning areas.
- Enhancing safe movement around the school through the use of handrails where there are steps.
- Creating accessible teaching spaces where possible, including quiet rooms and breakout areas for pupils with sensory or emotional needs.
- Ensuring new building work or refurbishment complies with current accessibility standards.

3. Improve the Availability of Accessible Information

The school is committed to making information easy to access for all pupils. Actions include:

- Providing written materials in alternative formats such as large print, simplified text, audio versions, or symbol-supported documents if required.
- Using visual timetables, task boards, and adapted resources for pupils with communication or cognitive needs.
- Ensuring staff are trained to share information clearly using appropriate communication approaches.

11. The Local Authority Local Offer

<https://fish.hants.gov.uk/kb5/hampshire/directory/home.page>

12. Links with other policies and documents

This policy should be read in conjunction with the following policies, which are available on the schools' website or by request to the schools' administration team;

- SEND policy which details means of contacting the SENDCo and includes the roles and Responsibilities of all staff at Purbrook Infant School
- Accessibility Plan

- Admission Policy which is in line with the Hampshire County Council Guidelines
- Anti-bullying Policy
- Behaviour Policy
- Child Protection Policy
- Complaints Policy 19
- Equalities Policy
- First Aid Policy
- GDPR Policy
- Safeguarding Policy
- Social Media Policy
- Supporting Childs with Medical Conditions
- Teaching and Learning Policy

Reviewed November 2025