

**Pinewood School Academy Trust
Accessibility Plan**

Approved by	FGB	Date of Last Review	May 2022
Frequency of Review	3 Year(s)	Next Review	May 2025

What does this Policy cover?

Schools and Local Authorities need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act 1995 and have been replicated in the Equality Act 2010. This plan sets out the proposals of the Governing Body of the school to ensure access to education for disabled pupils.

Why should you read this policy?

Key aims of this policy:

- To ensure disabled pupils can participate fully in the curriculum
- To maintain and improve the physical environment of school to enable disabled pupils to easily access learning opportunities.
- To Improve the availability of accessible information to disabled pupils.

Intended Audience: All Stakeholders

Introduction

Schools and Local Authorities need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act 1995 and have been replicated in the Equality Act 2010. This plan sets out the proposals of the Governing Body of the school to ensure access to education for disabled pupils.

The purpose and direction of the school's plan: vision and values

At Pinewood School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Pinewood School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- Gender;
- ethnic minority and faith groups;
- Sexual orientation;
- children who need support to learn English as an additional language;
- children with special educational needs;
- Children with disabilities

- children who are vulnerable.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts

Definition of Disability

Disability is defined by the Equality Act 2010 as: *'When a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'*

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.** Our aim is to:

- Set suitable learning opportunities
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities

Information from pupil data (not exhaustive)

We currently have a whole range of children of all backgrounds, needs and abilities.

At May 2022:


Asthma	ADHD	ASD	Allergies	Anxiety
Eczema	cerebral palsy	Speech and language	visual impairment	Social & emotional
Hearing impairment	Heart problems	Hyper-mobility	Eating disorders	Rare syndromes
MLD	SLD	Eating disorders	Incontinence	Epilepsy


We liaise with our pupils' parents/carers, previous schools and professionals involved with the pupils to ensure we provide the right care for their needs and are prepared for them when they arrive in school.

Our key aims are to:


- ❑ Ensure disabled pupils can participate fully in the curriculum
- ❑ Maintain and improve the physical environment of school to enable disabled pupils to easily access learning opportunities.
- ❑ Improve the availability of accessible information to disabled pupils.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed as necessary. The **two tables** below set out how the school will prioritise and achieve these aims.

Action 1: Increase access to the School Environment and pupil safety within it 	Success Criteria	Lead Person	Timescale	Review
a. Continuing to assess what is needed in the physical environment – with regard to pupils needs e.g. yellow and black taping/painting to make obstacles more obvious to VI pupils.	Accidental injury is minimised. All pupils can access all areas of school	Resources Committee	ongoing	May 2025
b. Health, Safety and Environment is a weekly item on the SLT meeting agenda. E.g removing cupboards and sinks in an existing classroom to increase space for pupils with complex needs	As above. Issues are quickly dealt with	SLT	ongoing	May 2025
c. Include School environment improvement on student council agenda	Pupils are involved in development of the school	HOLS	ongoing	May 2025
d. Gain advice from specialist teachers and health professionals on ways to improve the school environment as appropriate.	Pupils have the best possible learning environment and feel safe in school	SENCO	ongoing	May 2025
e. Site staff have a rolling programme for cleaning and maintenance of the school environment	The school is kept hazard free and clean and tidy	SBM	ongoing	May 2025

Action 2: Ensure the curriculum meets the needs of all and challenges discrimination 	Success Criteria	Lead Person	Timescale	Review
a. Schemes of work create opportunity to promote questions over discrimination and teaching to accept people’s differences.	Pupils have high moral standards	HOF	Ongoing	May 2025
b. Assessment systems ensure indicate the needs of each pupil and informs planning	Makes make rapid progress	DHT	ongoing	May 2025
c. Thorough transition process in place and information is shared with stakeholders	Pupils needs are known to ensure correct provision	HOLS	ongoing	May 2025
d. Parents/Carers and staff regularly discuss pupil needs e.g. annual review process,	Pupils needs are known to ensure	SLT	ongoing	May

parents evening, checking in phone calls etc etc	correct provision			2025
e. The school works with the LA to keep up to date with current SEN thinking/practice/planning	School is involved in strategic thinking for SEN within the LA	HT	ongoing	May 2025

Action 3: Ensure pupil wellbeing is positive and that pupils enjoy attending Pinewood School Academy Trust. 	Success Criteria	Lead Person	Timescale	Review
a. The Reward system (Credits) is based on pupil's individual need, therefore all pupils are rewarded based on their ability. This is extended to include break and lunch times and reward prosocial behaviours.	All pupils feel they are rewarded	HOS	Ongoing	May 2025
b. Wellbeing is on the SLT weekly agenda	Increased pupil outcomes	SLT	Ongoing	May 2025
c. Pupils have access to a range of support, which is tailored to the needs of the pupils – accessed through the referral system/CLA designated teacher	Increased pupil outcomes	SENCO/DT	ongoing	May 2025
d. Parent survey indicates pupils are happy and feel safe at school. Update survey	Survey results demonstrate this	DHT	July 2019	May 2025