

Accessibility Plan-

January 2026 - January 2029

At Pinewood School we are committed to providing a fully accessible environment which values and includes pupils, staff, parents/carers, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This plan aims to increase the accessibility of provision for all our pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Increase the extent to which pupils with disabilities can participate in the curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in clubs, sporting and cultural activities or school trips.
- Improve our physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided. This includes improvements and adaptations to the physical environment of the school and physical aids to access education. This will be facilitated through the move to our new purpose-built building, where we will include attention to colour schemes, lighting and sound so that the physical environment reflects the sensory needs of our pupils.
- Improve the availability of accessible information for pupils, staff, parents/carers, carers and visitors. This includes the use of Widgeit, enlarged texts and a facility on our school website to enable it to be accessible in a variety of languages. We make ourselves aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Action 1: Curriculum access- targets	Strategies	Timescale	Who	Success criteria
To meet the needs of individual pupils by providing specialised equipment as identified in EHCPs	Liaise with appropriate agencies eg, advisory team, OT, SALT	ASAP after EHCP received	Sendco, Intervention teacher, class teacher	All pupils have appropriate resources and equipment.
To ensure venues for school trips and residentials are appropriate (safety, access, toileting, transport, sensory)	Pre-visit and risk assessments carried out.	Prior to each visit	EVC, trip organiser, class teachers	All pupils are able to participate in off-site visits.
Provision of specially trained Emotional Literacy Support Assistants (ELSAs) deployed to ensure ALL pupils access the curriculum in the classroom environment.	External ELSA training ELSA resources	Dec 2025-Dec 2026	ELSAs as identified and Sendco to oversee.	ELSAs are fully trained and feel confident in their role.

Action 2: Physical environment	Strategies	Timescale	Who	Success criteria
To ensure the new building is equipped appropriately to meet the needs of all pupils- visual, sensory, acoustics, accessibility for wheelchair users as appropriate.	Liaise with external agencies- inc. DfE. Consult current research and guidelines	By January 2026- when new building is operational.	Headteacher Trustees Sendco Estates and IT manager	New school building meets needs of ALL pupils
To ensure all outside spaces have adequate play surfaces appropriate to their needs and to maintain these spaces.	Outside spaces as designed on new school plans.	January 2026 and ongoing	Headteacher Trustees Sendco IT & Premises Manager	Outside areas will remain accessible and appropriate.

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Provision and maintenance of breakout spaces and sensory spaces for withdrawal of pupils as needed.	Plans for the new building to include suitable breakout spaces. Each pair of classrooms share a breakout space. External doors to easily access outdoor spaces.	January 2026 and ongoing	Headteacher Trustees Sendco Estates and IT manager	Students will have a safe space to withdraw to if dysregulated.
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Action 3: Information sharing	Strategies	Timescale	Who	Success criteria
To check that key information is available and up to date on the school website.	Ensure the website is updated regularly and parents/carers/carers are signposted. Consider showing website navigation to stakeholders during transition meetings.	Regular website audits and updates	Headteacher Trustees SLT Estates and IT manager	Website is up to date and used by parent/carer and external bodies
To improve positive communication between home/school through the introduction and use of class Dojo.	Dojo training Encourage all parents/carers/carers to use Dojo. Dojo demonstrations for parents/carers/carers.	Dojo being trialed in one class October 2025. To be rolled out across the whole school following a review of the trial	SLT to roll out. Form tutors to manage information on an ongoing basis.	Increased communications between staff and parents/carers/carers parents/carers/carers informed about achievements and learning journeys.
To ensure that all information shared with parents/carers is accessible to all- complemented with symbols/pictures/photos/diagrams/links where appropriate to support all members of the school community.	Ensure the website is updated regularly and parents/carers/carers are signposted. Consider showing website navigation	Ongoing	Estates and IT manager Office staff	Parents/carers are receiving all correspondence in

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	to stakeholders during transition meetings. Ensure all parent/carer correspondence is accessible- paper copies where needed and prompts where necessary.			whichever format is needed.
To ensure that information shared is accessible in alternative languages as necessary.	Provide translated documents/letters Choice of electronic translator.	To be actioned September 2026 onwards	SLT	Parents/carers are receiving all correspondence in an accessible language.

Review due in 2029