




Accessibility Plan

Action 1: Increase access to the School Environment and pupil safety within it				
	Success Criteria	Lead Person	Timescale	
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 the school	Resources Committee	ongoing	
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	
c. Include School environment improvement on student council agenda	Pupils are involved in development of the school	HOLS	ongoing	
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	
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	

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	
b. Assessment systems ensure indicate the needs of each pupil and informs planning	Makes make rapid progress	DHT	ongoing	
c. Thorough transition process in place and information is shared with stakeholders	Pupils needs are known to ensure correct provision	HOLS	ongoing	

d. Parents/Carers and staff regularly discuss pupil needs e.g. annual review process, parents evening, checking in phone calls etc etc	Pupils needs are known to ensure correct provision	SLT	ongoing	
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	

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		Ongoing	
b.	Wellbeing is on the SLT weekly agenda	Increased pupil outcomes	SLT	Ongoing	
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	SENDCo	Ongoing	
d.	Parent survey indicates pupils are happy and feel safe at school. Update survey	Survey results demonstrate this	HT/SLT		

Review

The Accessibility Plan needs updating to reflect the changing cohort and change in setting (physical building). The pupils will transition to the new school building in January 2026.

Action 1

Pupils have been in a temporary building since September 2024. The temporary building has been set up as far as possible to allow access for VI and other accessibility needs. Specialist teacher advice has been sought for adaptations needed for the new permanent school building. Health, safety, and environment is a weekly agenda item in the SLT meeting, and Environment is now a part of the drop-in schedule.

Action 2

Schemes of work for PHSE and RSE have been developed, in line with guidance from the PHSE Association, KCSIE and DFE statutory guidance, and have been reviewed to ensure they are meeting the needs of all learners. An Associate Senior Leader has been appointed to continue to develop robust assessment systems and ensure these are being used effectively to aid planning next steps. Transition provision has been updated to ensure all pupils have extra transition visits to enable a smooth start. Post 16 links are being developed; this is an ongoing priority. School liaison with parents and carers remains strong; our newly appointed Family Liaison Officer works with parents, carers, and external agencies to ensure smooth communication and adjustment of provision as necessary. The head teacher attends regular head updates regarding county updates for SEND.

Action 3

Our reward system is an ongoing area for development. Pupil Wellbeing is discussed at every ML and SLT meeting. Pupil support is accessed through the referral system; in-house referrals can be to the ELSA team and to Helen Farrell, school counselor. External support is through MHST, CAMHS, Specialist Advisory Team. The school has a Designated Teacher for CLA. Moving forward, the SENDCo will continue to investigate other avenues of external support.

Next steps;

See the new plan.