

PINNER WOOD SCHOOL



ACCESSIBILITY PLAN POLICY

Approval Authority

Effective From: November 2023

Date Ratified by GB:

Next Review Date: November 2025

Signed by Chair of GB:

Purpose of the Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Governing Board is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

At Pinner Wood our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Legal Background

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Pinner Wood School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

Definition of special educational needs

In this policy, 'special educational needs' refers to learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the MET Equality and Diversity Policy explains how we ensure equal opportunities for all our students, 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 part of the SEND provision.

Contextual Information

The whole of the school building and playgrounds are accessible for wheelchair users. As a two storey building, we have lifts and ramps indoors and the vast majority of outdoor spaces, including the school field, are accessible.

One designated disabled parking space is available close to the school's main entrance. All steps are marked with visibility edging for visually impaired pupils and all doors are in a markedly contrasting colour to their surrounds. A disabled toilet facilities are available, and the school uses specialist facilities to meet toileting needs as and when required

Pinner Wood School Accessibility Plan

Improving the physical access

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, Governors and parents/ carers	<ul style="list-style-type: none"> ○ Ensure the school staff & Governors are aware of access issues ('access' meaning 'access to' and 'access from') ○ Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process ○ Ensure staff and Governors can access areas of school used meetings ○ Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school ○ Work with families who need additional support e.g. picking up from front entrance ○ Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed by site team (pupil or adult) becomes physically impaired ○ Communication in print around school to help children's understanding and visual recognition. 	As required	<ul style="list-style-type: none"> ○ SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. ○ All staff & Governors are confident that their needs are met. ○ Continuously monitored to ensure any new needs arising are met. ○ Parents have full access to all areas of school ○ PEEPs are prepared and reviewed as individual needs change
To ensure that all policies consider the implications of disability access.	<ul style="list-style-type: none"> ○ Consider during review of policies. 	On-going	Policies reflect current legislation.
Maintain safety for visually impaired people	<ul style="list-style-type: none"> ○ Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges ○ Check exterior lighting is working on a regular basis ○ Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate ○ Check flashing beacons that signal fire alarm activation regularly 	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> ○ Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.

Lunchtime	<ul style="list-style-type: none"> ○ Ensure children who need longer to eat lunch have more time during lunchtime. Sit on tables and do not feel rushed to eat lunch. 	Daily	<ul style="list-style-type: none"> ○ All children can access adequate time for lunch
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> ○ Daily health and safety checks of the school and its surroundings. ○ Ensure staff are aware of need to keep fire exits clear 	Daily	<ul style="list-style-type: none"> ○ All disabled personnel and pupils have safe exits from school.
Whole School Evacuation	<ul style="list-style-type: none"> ○ Ensure all children with physical disabilities can be safely evacuated from the building in the event of an emergency (ensure all staff are aware of their responsibilities). ○ Children to have PEEP's if needed. ○ Practice termly to ensure safe exit 	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> ○ All physically disabled persons can be safely evacuated.
Accessible car parking	<ul style="list-style-type: none"> ○ Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school ○ Parents who need easier access to school able to park in main car park and access school via main office – central list kept 	On-going	<ul style="list-style-type: none"> ○ There is a place for disabled members of staff and visitors to park throughout the school day.
Playground Gate	<ul style="list-style-type: none"> ○ The gate into the playground on timer and opened to allow people with mobility issues/ wheelchairs to access the playground. ○ Install new pedestrian access gate in year 5/6 playground to make access easier (Dec 2023) 	On-going	<ul style="list-style-type: none"> ○ All parents/ visitors can access the playground.
To ensure that all parents and other members of the school community can access information.	<ul style="list-style-type: none"> ○ Staff to hold parents' evenings either in person or on zoom and send home written information. ○ Tours held in person and additional information on website. ○ Level 3 sign language interpreter works in school- can sign tour if needed. 	Termly.	<ul style="list-style-type: none"> ○ Parents/ carers are informed of children's progress
ARMS (Additional Provision in Mainstream School) UNIT	<ul style="list-style-type: none"> ○ Establish ARMs unit as part of Pinner Wood Provision ○ 12 pupils with SEND needs allocated a place. ○ Ensure these children and families can access unit. ○ Work with Harrow Local Authority to open an accessible unit. 	Sept- Jan 2023	<ul style="list-style-type: none"> ○ Pupils accessing Pinner Wood ARMS (Acorn Centre) can access this unit and rest of school.

Pinner Wood School Accessibility Plan

Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
Access to learning/ in class provision	<ul style="list-style-type: none"> ○ Review SEND children's access to curriculum within class sessions. ○ Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. ○ Ongoing monitoring from Inclusion Leader ○ Liaise with external professions e.g. SALT/OT/EP to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations. 	On-going	<ul style="list-style-type: none"> ○ All pupils have equal access to a broad and balanced curriculum
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> ○ Risk assessments to ensure that all children including children with physical disabilities can access trips. ○ Ensure venues and means of transport are vetted for suitability ○ Ensure staff are fully briefed with regards to children with SEND 	On-going	<ul style="list-style-type: none"> ○ All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> ○ Review PE curriculum to include disability sports 	Annually	<ul style="list-style-type: none"> ○ All pupils have access to PE and are able to excel, for example via support from an adult ○ SEN pupils in year 4/6 go swimming and have access to support if needed.
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	<ul style="list-style-type: none"> ○ Ensure whole school events can be adapted to include all children ○ Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school 	As required	<ul style="list-style-type: none"> ○ Disabled children feel able to participate equally in out of school activities.

Ensure all staff have specific training on disability issues	<ul style="list-style-type: none"> Identify training needs at regular meetings 	On-going	<ul style="list-style-type: none"> Raised confidence of support staff
Communication with Parents	<ul style="list-style-type: none"> Ensure parents have access to our SEN provision/SEN school offer currently on the school website. Ensure parents meet and can contact Inclusion Leader at any time. Parents meet regularly with Inclusion Leader to access further support and advice. Ensure that the annual report to parents of SEND is accessible and informative for parents. Parents/ carers with pupils on SEND register – longer parents meetings offered 3 x per year. Coffee events set up termly for parents with SEN pupils to attend. 	On-going	<ul style="list-style-type: none"> Parent/school communication is strong Parents confidently contact Inclusion Leader for support and advice.
Pupil Voice	<ul style="list-style-type: none"> Children are given opportunities to share their concerns, their views and their ideas. Adaptations are made as needed. SEN pupils included in School Council. SEN pupils give leadership roles within school – voices heard. 	On-going	<ul style="list-style-type: none"> Children voice is heard and acted upon.
To meet the needs of individuals during statutory end of KS2 tests.	<ul style="list-style-type: none"> Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. 	On-going	<ul style="list-style-type: none"> Barriers to learning will be reduced or removed, enabling children to achieve their full potential.
Curriculum for ARMS (Additional resource in a Mainstream School) Pupils	<ul style="list-style-type: none"> Ensure pupils accessing this unit are accessing a curriculum that meets their needs. Arrange for pupils to access classroom provision where appropriate. Personalised plans created for these pupils. 	ARMS UNIT starting Sept 2023	<ul style="list-style-type: none"> Children have access to a broad and balanced curriculum that meet their needs.