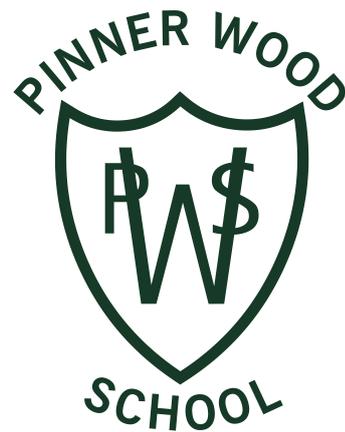


PINNER WOOD SCHOOL



ACCESSIBILITY PLAN POLICY

Approval Authority

Effective From: January 2018

Date Ratified by GB:

Next Review Date: January 2020

Signed by Chair of GB:

Pinner Wood Primary School

Accessibility Plan 2017-2018

Purpose of the Plan

The purpose of this plan is to show how Pinner Wood intends to secure appropriate access to the school for disabled pupils.

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

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting progress of the Accessibility Plan over a prescribed period. 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".

Definition of Disability

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

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

This plan sets out the proposals of the Governing Body of the school to secure appropriate access to education for disabled pupils in the three required key areas of; curriculum, environment and information;

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;

- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. E.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Pinner Wood aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

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 ramps are available to access the vast majority of outdoor spaces, including the school field.

The Nursery has a sensory room to support our children with ASD and provide a calming environment for those with Emotional/Behavioural needs.

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 facility is available and the school uses specialist facilities to meet toileting needs as and when required.

The Current Range of Disabilities within Pinner Wood

The school has children with a range of disabilities which include Autistic Spectrum Disorder, cerebral palsy, OCD/ADHD, visual impairment and significant medical needs. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents. We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have

allergied or food intolerances and these are included in the 'Children with medical needs' details in classrooms and the main offices.

All medical information is collated and available to staff, in classroom files, the head teachers' office board and the school office. We have competent First Aiders who hold current First Aid certificates and staff trained in paediatric first aid.

All prescribed medication is kept in the fridge in the welfare room which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

The Pinner Wood School Accessibility Plan 2017-2019

EQUALITY AND INCLUSION	Strategies	Outcomes	Timeframe
To ensure that the accessibility plan becomes an annual item at the FGB meetings.	Clerk to Governors to add to list for FGB meetings.	Adherence to legislation.	Annually
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going

PHYSICAL ENVIRONMENT

To ensure that, adjustments to the school buildings and grounds maintain accessibility for all children and adults.	Audit of accessibility of school buildings and grounds by governors when making building adjustment.	Modification will be made to building/development proposals to maintain access.	On-going
To ensure building upkeep/maintenance takes account of accessibility requirements.	Consider colour/paint schemes for visual impairment needs when redecoration. Maintain step edgings/outdoor ramps/footpath ramps/signs etc to a good standard to secure ongoing suitable access.	Ongoing school upgrade and maintenance will meet requirements of DDA.	On-going

CURRICULUM	Strategies	Outcomes	Timeframe
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENco to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going
To ensure that all children are able to access, as far as is safe to do so, all out of school activities eg clubs, trips, residential visits etc.	Review out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met	On-going
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed eg special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENco.
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.

WRITTEN/OTHER INFORMATION	Strategies	Outcomes	Timeframe
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.
To ensure that all parents and other members of the school community can access information.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress	Termly.

Policy Revised: January 2018
Review Date: January 2020

Signed by:
(Chair of Governors)

Long Term	Transport for school trips arrangements will be changed as necessary if a child in school has difficulties with access Provision for audio or visual support will be implemented if a child in school has these difficulties.	As required As required	
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INCREASING ACCESSIBILITY
Strand D – COMMUNICATIONS

	Targets	Activities	Timeframe	Monitoring	Success Criteria
SHORT TERM	<p>In addition to the curriculum activities.</p> <p>If a child has specific disabilities, modifications are made to key H&S, discipline and learning facilities to ensure the child's safety and progress as an independent learner.</p>	<p>Parents and specialist advisers are consulted about what specific changes are required.</p>	<p>As required</p>	<p>As required</p>	<p>Child, parents and specialist advisers content with new provisions</p>
MEDIUM TERM					
HIGH TERM					