



## **Pinewood Infant School and Foundation Unit**

### **School Equality and Accessibility Plan – 2018 to 2021**

Autumn 2018

Owner: Claire Reville

Next Review: Autumn 2021

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## 1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. 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. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the governing body. The review process can be delegated to a committee of the governing body, an individual or the head teacher.

At Pinewood Infant School and Foundation Unit, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Pinewood Infant School and Foundation School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents/carers, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding accessibility) and will advise upon the compliance with that duty.

3) Pinewood Infant School and Foundation Unit is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Pinewood Infant School and Foundation Unit Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this

covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
- Improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

5) The Pinewood Infant School and Foundation Unit Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Equality Statement/Policy
- Health & Safety Policy
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Finance and Personnel Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2. Aims and Objectives**

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Our objectives are detailed in the Action Plan below

## **3. Current Good Practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we will collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

### **▪ Physical Environment**

All pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are still some areas of the school premises which remain challenging for pupils with a physical disability to access and rectifying this forms part of our Action Plan below.

### **▪ Curriculum**

Some areas of the curriculum may present particular challenges for children with disabilities, for example: P.E. for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines and the provision of personal care.

### **▪ Information**

Different forms of communication need to be made available to enable all disabled pupils to express their views and to hear the views of others. Access to information will be planned, with a range of different formats available for disabled pupils, parents/carers and staff. This will form part of the Action Plan below.

#### **4. Access Audit**

The school is a split level storey building with wide corridors and several access points from outside. Key stage1 areas are on different levels with open plan access to all rooms, although access to the outdoor decking area is restricted due to a door plate and a narrow door space. The hall has a double door and is accessible to all. There is one disabled access space. The main entrance to school does have steps, but it is unfeasible to place a ramp here so there are two other access points to school at the side and rear of the building to allow wheelchair access. The main entrance points all have wide doors fitted. There is one disabled toilet available. The school has internal emergency signage and escape routes are clearly marked.

#### **5. Management, Co-ordination and Implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
  
- The governors and senior leadership team will work closely with the Local Authority

## School Equality and Accessibility - Action Plan

### Aim 1

To increase the extent to which disabled pupils can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

### Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre-school/nursery providers to review potential intakes for each September start	To identify pupils who may need additional to or different from provision for each September intake	Sept 2018/19/20/21	HT EYFS teacher	Procedures/equipment / ideas set in place by September 2018/19/20/21
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	On-going	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
To ensure full access to the curriculum for all	CPD for staff and <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered.</li> <li>• The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>• Training on the Rochford Review and alternative assessment models</li> <li>• A range of support staff including trained teaching assistants</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment sourced from occupational therapy if needed</li> </ul>	On-going	SENCO	Advice taken and strategies evidenced in classroom practice. All children supported and accessing curriculum

### Medium Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents/carers	Termly	Class teachers SENCO	Progress made towards Support Plan targets Class overviews show clear steps and progress
To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Writing boards and enlarging texts for visually impaired pupils</li> <li>• Features such as sticky keys and filter keys to aid disabled users in using a keyboard, where necessary</li> <li>• INSET training on learning styles</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people, including whole-school equality</li> </ul>	On-going	Whole school	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents/carers and staff are represented within the school.



### Long Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To evaluate and review the above short and long term targets annually	See above	Annually	SMT, Core curriculum coordinators Governors	All children making good progress.
To deliver findings to the governing body	Governors meetings	Annually Termly SEN Governor/ SENCO meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress

### Aim 2

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

### Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings-see accessibility plan	On-going	SMT	Enabling needs to be met where possible.
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting roleplay areas.	On-going	Teaching and non-teaching staff	Lively and inviting environment maintained.

<p>Ensuring all with a disability are able to be involved.</p>	<ul style="list-style-type: none"> <li>• Create access plans for individual disabled children as part of Support Plan process</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</li> <li>• Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events</li> </ul>	<p>Continually being reviewed</p>	<p>Teaching and non-teaching staff</p>	<p>Enabling needs to be met where possible</p>
<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<p>To conduct parent/carer interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p>	<p>With immediate effect to be constantly reviewed</p>	<p>Head Teacher Dep Head Teacher School Business Manager Occupational Health</p>	
<p>Ensuring disabled parents/carers have every opportunity to be involved</p>	<p>If necessary, create disabled parking spaces for parents/carers to drop off &amp; collect children</p> <ul style="list-style-type: none"> <li>• Arrange interpreters from the RNID to communicate with deaf parents/carers</li> <li>• Offer a telephone call to explain letters home for some parents/carers who need this</li> <li>• Adopt a more proactive approach to identifying the access requirements of disabled parents/carers</li> </ul>	<p>Constantly reviewed</p>	<p>Whole school team</p>	<p>To ensure that disabled parents/carers are not discriminated against and are encouraged to take an interest and be involved in their child's education</p>

**Medium Term**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To improve community links	Build strong links with wider community	On-going	staff	Improved awareness of disabilities/the wider community and the world and their needs Improved community cohesion

**Long Term**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continue to replace internal doors with wheel-chair friendly options, if practical	Over the course of the next 3 years, continue to use some of school budget to replace any existing doors/ doors ways that are not wheel-chair friendly, if practical.	On-going	Head Teacher School Business Manager Site Manager	
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents/carers via safety messages/letters/walk to school week.	On-going	Whole school	No accidents

**Aim 3:**

To improve the delivery of information to disabled pupils and parents/carers

**Short Term**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Parents/carers with learning difficulties, including reading	Regular communication with parents/carers Offer a phone call to accompany any letters home for explanation of content	On-going	Head Teacher School Admin	Two way communication in place.
To ensure all children have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies	On-going		All able to access curriculum

To enable improved access to written information for pupils, parents/carers and visitors	Raising awareness of font size and page layouts will support pupils with visual impairments. <ul style="list-style-type: none"> <li>• Auditing the school library to ensure the availability of large font and easy read texts will improve access.</li> <li>• Auditing signage around the school to ensure that is accessible to all is a valuable exercise.</li> </ul>	On-going	All staff	Written information is accessible to all pupils, parents/carers and visitors
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### Medium Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> <li>• Records passed up to each class teacher.</li> <li>• End of year class teacher meetings</li> <li>• Annual reviews <ul style="list-style-type: none"> <li>• Support Plan meetings</li> </ul> </li> <li>• Medical forms updated annually for all children</li> <li>• Personal care plans</li> <li>• Significant health problems— children's health care plans displayed on staffroom notice board / info kept in separate file</li> </ul>	Annually	Class teachers SNAs Outside agencies	Each teacher/staff member aware of disabilities of children in their classes

### Long Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
In school record system to be reviewed and improved where necessary. (Records on Sims/ network/protected	Record keeping system to be reviewed and updated where necessary	Continual review and improvement	Assessment Co-ordinator/SMT School Business Manager	Effective communication of information about disabilities throughout school

