

The Pines Accessibility plan



Ratified by the Full Governing Body on:
To be reviewed in 2026

13th June 2023

Chair of Governors Signature:

Wendy Sartain

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities
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Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

SCHOOL VISION

Our vision is to create a safe and happy environment for our children to develop life-long communications skills to become a values member of modern day society.

Protect	We endeavour to create an atmosphere where our pupils feel safe.
Inspire	We inspire our children to be the best they can
Nurture	We nurture our children's individuality.
Equality	We celebrate our differences and give everyone a chance. Everyone is included in our school.
Succeed	We celebrate all achievements, no matter how big or small!

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim: To increase access to the curriculum for pupils with a disability

Strengths: At The Pines School we adapt the curriculum to meet the needs of a range of pupils. The school has 3 pathways in place that are differentiated to meet the needs of the cohort. Our school offers a broad and balanced curriculum for all of our pupils across the different phases of school life. We use resources tailored to the needs of pupils who require support to access the curriculum. There is a clear emphasis on communication and ensuring the environment is reflective of this. Outcomes are set effectively and are appropriate for pupils. The curriculum is reviewed to ensure it meets the needs of all pupils. Training for support staff to enable them to work with increased knowledge and provide appropriate resources for pupils.

TARGET	STRATEGIES	PERSONS RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING COMMENTS
Further enhance effective communication and engagement with parents regarding the curriculum and the design and implementation of this	Improved curriculum newsletters Parents evenings Opportunities to celebrate and champion work Parent workshops with a specific curriculum focus	Leadership team Class teachers	Ongoing	Parents will have a greater understanding of the curriculum in school and the ways in which this is developed Parents will be active participants in their child's learning in school	
All school visits and trips need to be accessible to all pupils	Clear risk assessments in place Reasonable adjustments to be made to enable pupils to access trips Staff to have access to a range of resources and opportunities to access community visits.	Visits co-ordinator	ongoing	All pupils will have access to a range of opportunities that enhance the curriculum	
Staff are confident and skilled in adapting the curriculum to meet the need of a changing cohort of pupils.	Training opportunities planned to increase play in learning Ongoing support to deliver ASC specific methods of teaching such as Attention Autism, Learning trays Ongoing training for specific disabilities planned in Continue to link with	SLT	Ongoing	Pupils will be able to further access curriculum opportunities.	

TARGET	STRATEGIES	PERSONS RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING COMMENTS
Curriculum documents are reviewed and have a clear pathway in place acknowledging that pupils can change pathways and have differencing needs	Curriculum documents to be reviewed and adapted as necessary Resources are carefully matched to the curriculum internet Curriculum rationale is inclusive of all learners	SLT Teaching staff	Summer 24	Curriculum opportunities will enable all pupils to reach their potential and access the appropriate pathway.	
To embed our new pathways curriculum and assessment	See above	SLT	Ongoing	The curriculum is an integral part of the school	

Aim: Improve and maintain access to the physical environment

Strength: The Pines is a refurbished provision that historically was a College. The environment has been designed with pupils with Autism in mind and we benefit from wide corridors, subject specific rooms and therapeutic spaces. Since 2016 the provision has grown rapidly and the building has had modifications, rooms reconfigured and redesigned. The environment is adapted to the needs of pupils as required. In addition, we have lifts, disabled parking bays, disabled toilets, specific furniture to support key children.

TARGET	STRATEGIES	PERSONS RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING COMMENTS
Access into and around school and reception to be fully compliant and safe for learners.	Daily audit of environment Consideration of fencing and screening at the front of the school Ensure door fobs are in place at key exit points.	Leadership team	Ongoing	Environment will be safe and secure for all pupils	

TARGET	STRATEGIES	PERSONS RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING COMMENTS
Consideration to be given to the ways in which pupils enter / leave school of a morning safely	All staff to be present of a morning Transport to be given clear guidance of boundaries and routines Children to enter school as soon as they leave transport form designated points Children to be called to transport in cohorts at the end of the day Use of tannoy to call pupils down	Leadership team	Autumn 2023	Transitions will be well managed within the available space Pupils will be safe Transport will not cause issues in and around the school environment.	
Increased provision in secondary pupils of additional changing facilities and modification of disabled toilets.	Changing facilities to be clear Access to nappy bins	Leadership Team	Autumn 2024	Changing facilities will be improved and pupils will be able to access these with growing independence. Provision will be inclusive for all and pupils will have access to closer changing facilities	
Access to the school allotment to be safe and secure for all pupils to be able to use the space	Pathways to be clear and well maintained. Access to raised flower beds so that all pupils can partake Environment safety to be maintained and consideration given to trip hazards,	Allotment lead	Ongoing	All pupils will be able to access the	

Aim: Improve the delivery of information to pupils with a disability

Strengths: Our school uses a range of communication methods to ensure information is accessible and meets the needs of our pupils with Autism. This includes symbol supports, the use of photographs, signage, Makaton, additional SALT input and training for staff. Resources from whole school training made and available for use e.g. dyslexia friendly resources

TARGET	STRATEGIES	PERSONS RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING COMMENTS
Improved signage around the school to increase independence of pupils	Audit of environment Consider additional signage	Leadership team	Spring 2024 Ongoing	School environment will be audited and will ensure there is signage on all subjects specific doors and classrooms	
Ensure school website is compliant	Audit school website identifying non conformances and opportunities for improvement	TLR for Technology Govs	Ongoing	Information will be readily available for all stake holders to access	

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be monitored annually by the Governing Board. It will be approved by the governing board.

