



Pinehurst Primary School Disability and Accessibility Plan

‘Experience, Excel and Enjoy’

3-year period covered by the plan: 2020-2024

Introduction

- The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”.

We aim to:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. A set of action plans show how the school will address the priorities identified in the plan.

The purpose and direction of the school’s plan: vision and values

To enable all pupils, staff, parents, carers and users of the school site to have equal access to the curriculum, activities and facilities that the school and partner school’s provide. To ensure that the school meets its responsibilities and duties under the Disability Discrimination Act part 5, Health and Safety, Equal Opportunities and Race Relations Act of 2001. The plan also encompasses the broader aims and outcomes of the Every Child Matters framework.

The school works specifically to:

- Eliminate discrimination

- Eliminate harassment
- Promote equal opportunity
- Takes steps to take account of disabilities
- Promotes positive attitudes towards disabilities
- Encourages the participation of disabled people in public life.
- Make reasonable adjustments

We believe that this will develop further our aim of developing all our pupils to their full potential and encourage in them mutual respect and responsibility.

Information from pupil data and school audit:

Examples of current pupil disabilities:

Asthma
Eczema
Medicated – Methlphenidate daily
Allergy
Physical disability
Hearing difficulties
Sight impairment
Autistic Spectrum Disorder
ADHD

We have plans in place to support children who require 1-1 support for behaviour, disability or to access the wider curriculum.

All children that are known to have a disability, we have made reasonable adjustments for and in all cases additional provision has been made.

Views of those consulted during the development of the plan

The school has consulted with individual parents and carers of pupils with additional needs at the school.

The SEN Code of Practice and School policies require and promote consultation. Consultation is currently carried out through the implementation of the SEN Code of Practice.

The main priorities in the school's plan

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated activities including outdoor play.
- Improving the transition arrangements for pupils moving between classes and secondary school, improving induction of pupils new to the school.
- Improving induction and support arrangements for disabled staff

Management, coordination and implementation

The Head teacher is the responsible person and reports to the Governing Body. The Governors' monitor and review the School's Accessibility Plan. There is a named Governor for SEN and Child Protection.

The School will report on its scheme annually at the second Governing Body Meeting progress on implementing the action plan in newsletters to parents and carers and on the schools own website.

The scheme will be revised and reviewed every three years and will involve pupils, staff and parents.

Publication

The plan is published on the school website and is available at the school office.

Accessibility plan

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years 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.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Pinehurst Primary School has adopted this accessibility plan in line with the school's **Special Educational Needs Policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **Special Educational Needs Policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** 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.

Please refer to our **Special Educational Needs Policy** for an outline of our full provision to support pupils with SEND.

You can find our SEND policy on the school website and all relevant documents, if you require paper copies or enhanced versions please contact the school office.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training						
	Growth mindset		Develop deeper staff understanding of how sensory needs impact children's learning needs.	Children's differentiated learning needs will be catered for regardless of barrier.	Training in how the environment can impact children's learning needs.	Complex environmental needs of children's taken into account for children's learning.
Teaching and learning						
	All out of school activities are planned to meet the needs of all	All children are able to access outdoor trips/facilities as needed.	Share good practise in relation to SEND	Improvement in the provision of SEND.		
School estate – minor capital expense						
	Visually impaired signage to support learners.	Access for visually impaired children/adults.	Clearly marked multi sensory pathways	RNIB guidance. Govs buildings to review.	Installation of access ramps to all classrooms from external sources.	All children regardless of disability will be able to access all areas of the learning environment.
School estate – major capital expense						
	Carry out premises alarms, acoustic environment, floor coverings, heating and ventilation audit with attention to: lighting, signage, fire, accessible and clean toileting, washing and	Consider actions from audit.	To allow full access via the main school entrance for children and adults.	All of the school population are able to access the school environment.	Outside wheelchair access to toilets and wheelchair toilet.	All children are able to access the facilities.

changing facilities, accessibility of outside areas-playground, field walkways into school					
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This policy will be reviewed annually and updated every three years

This accessibility plan and the outcomes will be evaluated in 2024 to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

For further information please contact the SENDCO Mrs Joanne Steers via the school office 0151 263 1300 or Pinehurst-ao@pinehurst-primary.co.uk

Pinehurst Primary access plan 2020-2024

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Our school's previous access plans were incorporated into a Disability Equality Scheme/Single Equality Scheme (2014) and build on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer,

Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverees, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

It is likely that every school in Liverpool has disabled pupils, staff members and service users.

Vision and values

Our School fully supports the vision of Liverpool Children's Services.

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Liverpool Inclusion definition.

Involving disabled people

The plan should be informed by:

- The views and aspirations of disabled pupils themselves
- The views and aspirations of the families of disabled pupils
- The views and aspirations of other disabled people or voluntary organisations
- The priorities of the local authority

You should show how the views of different groups have influenced the plans.