

PINNER

HIGH SCHOOL

Policy	Accessibility Policy, Audit and Plan
Date of Review	January 2023
Reviewed By	Head of Operations
Date of Approval	23 March 2023
Approved By	LGB
Date of Next Review	January 2026 (to be approved by Headteacher)
Statutory/Non Statutory	Part Statutory (Accessibility Plan Statutory; Accessibility Policy and Audit non-Statutory)
Website/Non Website	Non Website

Our Commitment

Pinner High School is committed to treating its employees, students and any others involved in the school community with respect and to provide access and opportunities for all without discrimination of any kind. The school will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination of disabled persons that is related to their disability
- Eliminate harassment of disabled persons that is related to their disability
- Promote positive attitudes towards disabled persons – this means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all
- Encourage participation by disabled persons in public life – it is also important to respect the wishes of disabled students in a disabled setting so that they do not feel pushed into activities they do not wish to take part in
- Take steps to consider disabled persons' disabilities, even when that involves treating disabled persons more favourably than other persons

Legislation and Guidance

Schools are required under the Equality Act 2010 [Schedule 10 of the Equality Act 2010](#) to have an accessibility plan. The purpose of the plan is to:

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

We aim to meet the requirements of the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. [Disability Equality in Education \(DEE\)](#) recommends that all students with SEN and those with long-term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all students with long-term impairments, which have a significant impact on their day-to-day activities.

Pinner High School uses the ["Social Model of Disability"](#) as the basis for its work to improve equality and tackle any discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. We understand that the definition of disability under the Act is different from the eligibility for special educational needs provision. This means that disabled students may or

may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

We are guided by [Guidance from the Department of Education on the Equality Act 2010](#) .

To support the creation and implementation of our Accessibility Plan, we have created our Accessibility Policy and carried out an Accessibility Audit.

This policy, audit and plan is to be read in conjunction with the following policies, which can be accessed on our school website.

- Teaching and Learning Policy
- Literacy Policy
- Behaviour for Learning Policy
- Equal Opportunities Policy
- Special Educational Needs and Disability Policy
- School Improvement Plan
- SEN Information Report
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- ICT Acceptable Use Policy

Accessibility Audit and Plan

We have carried out an audit of our school offer and facilities, to consider how accessible our school curriculum, physical environment and information provision are. This is at Appendix 1. Taking this into account, we have formulated an Accessibility Plan, at Appendix 2, the purpose of which is to:

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

Monitoring and Review

This Policy, Audit and Plan will be made available on the school website, which can be viewed in large print and in translation. Paper copies (including in large print or translation) are also available upon request.

This will be reviewed and approved by our Senior Leadership Team and Governors. [It will also be consulted on with our Staff Collaborative Committee. Progress will be reviewed at least annually, more frequently where circumstances change or an issue emerges. A new audit and plan will be written in 3 years.

If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Head of Operations

January 2023

Appendix 1 Accessibility Audit

Schools are required under the Equality Act 2010 [Schedule 10 of the Equality Act 2010](#) to have an accessibility plan. The purpose of the plan is to:

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

We have therefore approached our audit using these three objectives.

“...the extent to which disabled pupils can participate in the curriculum”

Pinner High School is committed to meeting the individual and unique needs of every one of its students so that they develop their full educational potential. We are committed to working in partnership with home schools and parents together with health and social services.

We believe that every teacher, and support staff should be equipped with the skills and expertise to effectively meet the needs of all groups of students. Our programme of CPD prioritises the development of a wide and effective range of practices and strategies so that all of our staff are supported to be innovators in this area. Detailed information on pupils with SEN is given to all relevant staff.

Integral to our approach is both the curriculum design, and the organisation of teaching and learning, where a focus on ‘good or better teaching first’ places an emphasis on planning for progression through differentiated activities and resources to achieve often rapid and high levels of progress.

As a mainstream school, Pinner High School is proud of the work it does to support the learning of students with a broad range of Special Educational Needs. Pinner High School is an inclusive setting that welcomes all students regardless of their abilities. We recognise that some students will require more support than others to achieve their potential. A significant proportion will, permanently, or for a period of time, have special educational needs, which impact on their learning and emotional wellbeing.

Pinner High School aims to provide all groups of students with strategies which fully meet their strengths and needs in a nurturing environment, in order to give them relevant and appropriate access to a broad and balanced curriculum, and to provide extra support designated as part of EHC Plans (Education, Health and Care Plans) when this is possible. Information about differentiation is provided through student profiles, which are circulated to all staff and updated throughout the year.

We cater for students with needs such as:

- Learning difficulties that stem from cognition and learning issues
- Communication and interaction difficulties
- Autistic Spectrum Disorder
- Specific learning difficulties such as Dyslexia
- Physical difficulties and medical needs
- Sensory difficulties
- Social, emotional and mental health difficulties

Pinner High School’s ARMS Provision supports students who have an EHC Plan with a primary diagnosis of Autism. The ARMS Provision supports students who are in the majority able to access mainstream lessons with additional tailored support, or who may need some timetable adjustment

within the mainstream curriculum. Pinner High School has a total of 12 places in the ARMS Provision which are currently full.

The ARMS Provision is well resourced for our students who are also a part of the mainstream school. The provision itself is not a separate unit and students are still in the mainstream classroom for the vast majority of their timetable. Some of the interventions that are run in the provision include: literacy, numeracy, problem solving, social skills, touch typing, Chinese and Spanish. These sessions are timetabled across the week with our Intervention Teachers, Teaching Assistants and ARMS Lead.

Before admission,

- Transition meetings are held with transfer primary schools to determine if PHS can meet the needs of the disabled student.
- If they can, transition meetings are held with parents/carers, healthcare professionals and the student, to share support information.
- A tailored Induction programme is provided to support the student
- We ensure all staff are aware of the specific needs of students joining the school
- We ensure that the student and parent/carer has accessibility information about the school
- Schemes of work/individual lesson plans will clearly highlight if special considerations need to be made to allow full access to all aspects of the lesson for all students.
- Any necessary additional equipment/resources will be provided by the school or outside agencies. The school works closely with specialist services to develop curriculum resources for students with additional needs and ICT is provided and adapted hardware and software is purchased as required to support students with disabilities

We seek to ensure student activities are accessible to all students, including out of hours programmes and offsite educational visits and activities. Where an activity cannot be made accessible ensure there is an alternative activity provided.

Between lessons, there is a daily lunch club. This gives students a quiet and calm environment to have lunch and catch up on any homework. We also intend to run after school homework clubs again, to support children who may need additional input to support completion of homework. All the clubs are overseen by the Interventions Teachers and Teaching Assistants.

We ensure all staff are aware of the specific needs of disabled students joining the school and that the student and parent/carer has accessibility information about the school.

The ARMS Provision is a safe space for our students who might need some quiet time especially if they are struggling with the day. The students have lockers and their own pods, most tend to come in in the mornings to get themselves prepared for the day before going to registration. They also come at the end of the day to collect things from their lockers or simply check in with the TAs and ASD Leader.

The curriculum is regularly reviewed to make sure it meets the needs of all pupils. Our school offers a differentiated curriculum for all pupils. Targets are set effectively and are appropriate for all pupils, those with and those without additional needs.

We have a large pastoral team and evolved structure and procedures for identifying need and providing counselling, mentoring, emotional and welfare support, as well as specialist teachers, other professionals and LSAs to identify need and provide academic intervention and additional support.

Close working relationships are established with relevant external agencies (eg EPs, CAMHS, Speech and Language and other specialist intervention groups)

Risk assessments are carried out for all school trips, as well as for curricular and extra curricular activities where appropriate. Individual risk assessments are put in place for pupils and staff with a higher level of need, temporary or ongoing.

Student Achievement: Appropriate data for all students is analysed on a termly basis, including looking at defined groups.

Admissions, Transitions, Exclusions: Entry to the school, at any level will be based purely on the local authority Admissions Policy. Likewise all students facing potential exclusion will be treated fairly following the school's Exclusion Policy.

The whole school priorities identified in the School Improvement Plan will incorporate the needs of all members of the school.

We have policies and practices in place to address harassment and bullying.

We have a medical and welfare room staffed during all core school hours with staff trained to meet medical needs, student-specific (e.g. asthma, epilepsy, diabetes and other notified medical conditions) and generic. All staff receive regular training to understand our first aid and medical support needs of specific students. We have an all staff portal containing all requisite medical information about students with ongoing needs and school policies relating to this.

We have a large pastoral team and evolved structure and procedures for identifying need and providing counselling, mentoring, emotional, mental health and welfare support.

All students new to the school, irrespective of year group, will follow the relevant induction process. If it is deemed appropriate, tutor/teaching groups will be briefed as to how they can/should respond positively to a newcomer with a disability. This will always be carried out sensitively following consultation and approval from the incoming student.

Work in PSHE and assemblies delivers information to help all students in their understanding of the needs of everyone in our school community.

“...the physical environment of the school”

- Pinner High School has had the benefit of wholesale refurbishment, completed in September 2021, designed, funded and implemented by the Department for Education. As such, our building and amenities meet the Department for Education standards and specifications for a school.
- Our outdoor spaces are accessible for wheelchairs and additional mobility needs. Three external doors have level access or wheelchair ramps. We have mobile ramps we can use to create access through non-ramped doors on an ad hoc basis (eg for open events).
- We have built-in corridor ramps in the three corridors with height change (including the corridor to the Sports Hall); other corridors are all level access.
- We have two key-operated lifts to allow access to the first floor.
- All but three specific spaces in the school building are thus accessible.

- One of the limited access spaces is a classroom on the first floor, with additional steps at the door; timetabling takes into account any mobility issues of staff or students and avoids use of this classroom where appropriate.
- Another limited access room is the main staffroom, which has short, stepped access at each end. When designing the refurbishment, the Department for Education could not find a practical solution to this (the steps are too steep to ramp; an alternative staffroom space could not be found by the architect). But alternative, accessible, refreshment and break areas are available to staff in other locations around school. Additionally, individual requests for specific amenities (eg an extra kettle, an extra microwave) from staff with mobility problems have been met.
- The third area of the school which is inaccessible is the upper and basement floor of the clock tower. The basement is a boiler and plant room to which most staff require no access. The upper floors are additional office and work spaces. These are not required for students. Staff with mobility needs are provided with alternative workspaces.
- There are accessible toilets for students, staff and visitors at various locations around the school. These include accessible cubicles in the student bathrooms and accessible individual bathrooms for staff, students and visitors. The individual accessible toilets have "call chords", lower level sinks etc.
- There is a ground floor, level access shower/wet room, as well as alternative staff shower rooms.
- Emergency evacuation routes are planned with sanctuary spaces and call points in accordance with DfE's fire strategy for the building.
- Personal Emergency Evacuation Plans are in place for individuals who may require assistance.
- Individual Risk Assessments, mobility plans are put in place, and reasonable adjustments are implemented where appropriate, for staff and students with ongoing or temporary mobility or other needs.
- Classroom lighting, the provision of e.g. window coverings, white board location and timetabling are adjusted to assist with visual impairments where appropriate.
- Rooms and spaces are signposted, plans and maps displayed, orientation support given, and emergency evacuations drilled, to assist with movement around the school.
- There are designated disabled parking bays, new lighting has been installed and a procedure is in place for temporary/ongoing reserved parking in our car park where appropriate for students, staff and visitors.
- We seek to ensure that classrooms and other spaces are organised and adapted for disabled staff and students as far as possible. We use Mint Class to arrange seating plans.
- We provided quiet areas and outside spaces and supervised lunch rooms.
- A range of HR and staff wellbeing policies, practices and provision are in place.
- New and Expectant Mother Risk Assessments are carried out and reviewed at key points for pregnant and postpartum staff.
- DSE workstation assessments are carried out for all desk-based staff and anyone else on request/need. Adjustments and additional equipment is provided as appropriate. Eye test vouchers are available. An external Employee Assistance Programme is available to all

staff, as well as in-house counselling, mentoring and line management support, and whole school and individual stress management risk assessments.

- Employing, Promoting and Training Disabled Staff: There will be no discrimination on the grounds of any protected characteristic in the recruitment and selection process. The aims of the recruitment and selection process will be to ensure that equality of opportunity is considered as an integral part of recruitment practice, thus encouraging diversity by reducing unnecessary barriers. Adjustments to enable disabled candidates meet the requirements of the post will be considered.
- The Governing Body Meetings of the Governing Body are accessible to all. The body includes the correct quota of parent representatives and their contact details are published on the school website. When vacancies arise the position is open to all eligible parties and a fair election is held.
- Areas of the school used by the community (for lettings or eg open events) are accessible by all to the extent described above

“...the availability of accessible information”

- Please see above “Access to the Curriculum” for details of how lessons and materials and resources used in them are planned, procured and differentiated for students with additional needs.
- Information to students and their families is provided by written communications, in person meetings, parent’s evenings and meetings with external agencies as required. The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.
- The school website is available in high visibility format and translation into numerous languages.
- School communications are available in large print, audio or translation on request; also by text, email or in hard copy.
- Interpreter support is arranged as required.
- Reasonable adjustments to workstations, teaching spaces and equipment, timetabling and other features of the workplace are provided as appropriate.
- Personal Emergency Evacuation Plans, Individual Risk Assessments, and other adjustments and support are put in place as appropriate with in=person support and orientation provided as necessary, via student keyworker, staff line managers and HR.

Appendix 2 Accessibility Action Plan

Schools are required under the Equality Act 2010 [Schedule 10 of the Equality Act 2010](#) to have an accessibility plan. The purpose of the plan is to:

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Our current priorities in these regards are as follows.

Increase the extent to which disabled pupils can participate in the curriculum

- Our current and ongoing curriculum review will always seek to ensure our curriculum meets the needs of all of our students. To achieve this, a range of school specialists are part of this process.
- Our SEND team is reviewing the participation of students with SEND in our enrichment and extracurricular programme. Based on this review, our enrichment and extra curriculum provision will be extended and adapted to improve access where necessary or appropriate.
- Our SEND team is reviewing provision of, for example break, lunchtime and homework support and routinely expands and adapts such provision to meet needs.

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- We will review the provision of ramped/level access external doorways. We are considering the installation of further ramps at the back of the building (as all present ramped doorways are across the front of the building).
- We will review the condition, levels and marking of external pathways around the site. We will look particularly at whether different areas which are joined by paths can afford level, smoother or clearer access or routes.
- We will consider whether the location, size, style and colour of signs, corridors and doors could be adapted to enhance orientation and accessibility.
- Our disabled lifts are relatively old. Replacement of one or both of them is part of our capital planning.
- To date, on-site facilities have been accessible to all staff, students and visitors who have been or are part of our community. In the event of new specific needs arising, alternative arrangements will be planned and implemented.

Improve the availability of accessible information to disabled pupils

- We are in the process of planning a new school website. We will ensure that it optimises accessibility with provision for high visibility, audio access, and translation.
- We will ensure our community is aware that school communications are available in large print, audio or translation on request; also by text, email or in hard copy; and that interpreter support will be provided as required.

Hilary Ford

January 2023

