



# Pinehurst Primary School

## Accessibility Plan

'Experience. Excel and Eniov'

<b>School Name:</b>	<b>Pinehurst Primary School</b>
<b>Plan Date:</b>	<b>January 2025</b>
<b>Review Date:</b>	<b>January 2028</b>

### Introduction/Aim of the Plan

This Accessibility Plan is drawn up in compliance with current legislation<sup>1</sup> requirements. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. This Accessibility Plan is structured to complement and support Pinehurst's Equality Objectives and will similarly be published on Pinehurst Primary website<sup>2</sup>.

### Key Objective of the Plan

The purpose of the Accessibility Plan is to reduce and eliminate barriers in accessing the curriculum and to ensure full participation in Pinehurst Primary community for pupils, and prospective pupils, staff, volunteers, and visitors with a disability. The plan is developed around three planning duties: Improving Access to the Curriculum; Improving the Physical Environment and Improving Communications. The plan also takes account of the need to involve pupils in making decisions which are likely to affect them.

### Equality Act 2010 Statement

It's against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- direct discrimination, for example refusing admission to a student because of disability

- indirect discrimination, for example only providing application forms in one format that may not be accessible
- discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating •
- victimisation, for example suspending a disabled student because they've complained about harassment

## **Reasonable adjustments**

Schools and local authorities have a duty to provide reasonable adjustments for disabled pupils. This duty requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by Pinehurst Primary and enjoy the other benefits, facilities and services which Pinehurst Primary provides. Guidance for the practical implementation of this in schools can be found on the Equality and Human Rights Commission web site.<sup>3</sup>

## **Definition of a disability**

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

<sup>1</sup> 2010 Equality Act – Schedule 10, Section 88

<sup>2</sup> [The Children's Commissioner for Wales](#) states School accessibility plans should also be made available online.

<sup>3</sup>[https://www.equalityhumanrights.com/sites/default/files/what\\_equality\\_law\\_means\\_for\\_you\\_as\\_an\\_education\\_provider\\_in\\_wales\\_schools.pdf](https://www.equalityhumanrights.com/sites/default/files/what_equality_law_means_for_you_as_an_education_provider_in_wales_schools.pdf)

## **General provision**

At Pinehurst Primary, we are committed to providing an accessible, inclusive and welcoming environment in which all pupils can thrive. This Accessibility Plan sets out how we aim to improve access to education for pupils with disabilities and is closely linked to our Inclusion Policy and our duties under the Equality Act 2010.

In line with this legislation, Pinehurst Primary endeavours to ensure that all pupils, including those with disabilities, are able to participate fully in all aspects of school life. Children with disabilities are actively included in activities such as assemblies, educational visits and wider school events, with reasonable adjustments made where needed, including the provision of wheelchair spaces, specially adapted seating, digital microphones or individual adult support.

Classrooms and learning spaces are thoughtfully organised to ensure pupils can move easily and safely around the room, and that teaching and learning activities are fully inclusive. Through these measures, we aim to remove barriers to learning, promote equality of opportunity and foster a culture of respect, dignity and belonging for every child.

## Access to the curriculum

As a school, we are committed to ensuring that our curriculum is fully accessible to all pupils, regardless of disability, need or background. This Accessibility Plan works alongside our SEND and Inclusion Policies and reflects our duties under the Equality Act 2010, which requires schools to anticipate and remove barriers to learning and participation.

We strive to enable all children to access the curriculum through high-quality, inclusive teaching, reasonable adjustments and targeted support where required. This includes adapting teaching approaches, using differentiated resources, assistive technology, visual supports and alternative recording methods, as well as providing adult support or specialist interventions when appropriate.

Staff work closely with pupils, parents and external professionals to ensure individual needs are identified and met, allowing every child to engage meaningfully in lessons and make progress alongside their peers. Through these approaches, we promote equality of opportunity, inclusion and positive outcomes for all learners

## Building Access

Pinehurst Primary provides suitable inclusive access for pupils and visitors with physical disabilities. Doorways throughout Pinehurst Primary are of sufficient width to allow the safe passage of wheelchairs, and where potential barriers have been identified, reasonable adjustments and alternative routes have been adopted to ensure access is maintained.

Particular attention has been given to communal areas such as our upper and lower halls; ramps or straight pathways are provided where changes in level occur to ensure inclusive access for assemblies, performances and whole-school events.

Pupil needs are carefully considered in relation to PE and sport, with accessible changing arrangements, adapted equipment and inclusive activities planned as required.

In addition, Pinehurst Primary is equipped with a lift to support children with physical disabilities, enabling safe and independent access to all levels of the building.

## Communication and access to school information

Pinehurst Primary Primary is committed to ensuring effective communication and equitable access to information for all pupils and families. Information such as newsletters, policies and key school communications are made available in alternative formats where required, including simplified language or translated versions to support families with English as an Additional Language (EAL).

Pinehurst Primary Primary works closely with families and relevant support workers prior to a child joining Pinehurst, as well as ahead of transitions between year groups or key stages, to ensure individual needs are clearly understood and appropriate arrangements are in place. Specific pupil needs are identified through ongoing assessment and dialogue with parents and external professionals, and this information is shared promptly and appropriately with relevant staff to ensure consistent support and inclusive practice across Pinehurst.

## Pupil engagement and consultation

Pinehurst Primary is committed to ensuring that pupils are actively involved in, and consulted on, matters and decisions that affect their school experience. Pupil voice is central to school life and is promoted through structured opportunities such as the School Council, where elected representatives from each class meet regularly to share views, raise concerns and contribute to decision-making.

In addition, pupils are consulted through class discussions, surveys and ballots, enabling all children, including those with SEND, to express their opinions in an accessible and age-appropriate way. Where required, additional support and alternative methods of communication are provided to ensure that all pupils are able to participate meaningfully. This inclusive approach ensures that pupils feel listened to, valued and empowered within the school community.

## Future Development and action plan

Strategy/Target	Timescale	Action	Who actions this?	Coordinator	Evaluation Review of Impact
HEARTS Project to be launched across the school	Academic year 24/25 – 25/26	2 Project Leads identified across the school. All training sessions to be attended, HEARTS Audit to be completed, supervision sessions to be offered to staff.	KG, JS, FC	JS	To be reviewed end of Spring 2 (25/26)
SENDCO to be apart of the SEND Triads – with other schools	Summer Term 24/25	SENDCO to visit other schools to review SEND provision/SENDCOs from other schools to attend Pinehurst to review provision on offer	JS	JS	Provision map/staff training materials shared with other schools as part of best practice
Support for teaching EAL pupils across all year groups	Autumn Term 25/26	EAL Training to be provided by Gill Rowlands (SIL)	GR	AC	Staff have more knowledge about EAL pupils and language acquisition
New EAL Assessment Tracker to be introduced across the school to ensure that EAL	Spring Term 25/26 onwards	EAL Assessment Track introduction by EAL Lead as part of our assessment process.	AC	AC	To be reviewed

assessment is more informed					
New SEND Assessment – Trackable – to be explored as an alternative to PIVOTS for children with cognition and learning difficulties	Spring Term 1 25/26	SEDCO to attend Trackable training as part of the Cheshire Academy Trust offer.	JS	JS	Trackable contacted and login requested to explore the software in detail