

# **Accessibility plan**



**July 2016 - 2018**

**Ratified by the Full Governing Body on: July 2016**

**Chair of Governors Signature: George Tolley**

**THE PINES SCHOOL ACCESSIBILITY PLAN**  
**January 2016 – December 2018**

**To promote access to all aspects of school life**

This plan reflects the development of a new school environment in response to increased need for places across the city, within a refurbished building which will give greater space, increased and more appropriate facilities, therefore improved provision for our pupils, all of whom have ASC, and scope to increase the number of pupils and extend the age range of the school to include secondary pupils in KS3 (and eventually KS4 and KS5). The building is due to be completed in August 2016, with Year 7 starting in September 2017

Objective	Actions	Acc code	Who	Evidence found in	Target date	Achieved
The curriculum is fully accessible to all our pupils	<ul style="list-style-type: none"> <li>• Develop the new national curriculum to meet the varied needs of all pupils, including secondary students over time</li> <li>• Enhance the use of visual communication strategies throughout the school environment to support the development of communication skills and good learning behaviours</li> <li>• Further develop sensory approaches to encourage self-regulation and increase focused learning time through accessing enhanced sensory provision</li> <li>• Pupil profiles are developed to ensure the provision of tailored support for learning and communication, developing positive behaviours and maximise progress</li> <li>• The needs of gifted and talented pupils continue to be recognised and met</li> <li>• Recruit, induct and develop new staff to meet the broad and growing needs of our pupils through outstanding teaching and support</li> </ul>			<ul style="list-style-type: none"> <li>• Curriculum plans which meet the needs of all learners</li> <li>• Symbol support throughout the school environment</li> <li>• Pupils are calm and able to access learning through use of self- regulation</li> <li>• IPPs are relevant and profile shows progress across all areas</li> <li>• More able pupils are stretched to achieve their potential</li> <li>• Pupils make good and above progress as a result of outstanding teaching.</li> </ul>	<p>July 2017</p> <p>July 2016</p> <p>July 2017</p>	

<p>Access to the physical environment</p>	<ul style="list-style-type: none"> <li>• Ensure appropriate toileting and play facilities for the full range of ages and needs</li> <li>• Ramps and lift are installed to facilitate access to all areas,</li> <li>• Increased learning space and specialist equipment ensures progress is maximised for all pupils</li> <li>• Appropriate signage and wayfinding strategies are used to ensure orientation and independence within the new environment</li> <li>• Transition to the new building is managed with sensitivity to ensure pupils feel secure</li> <li>• Work with design specialists to ensure furniture, equipment and mechanical electrical installations reduce sensory overload and reduce barriers to learning</li> <li>• Dining facilities and routines ensure a positive eating experience for pupils</li> </ul>			<p>IN the new building, evaluated termly</p>	<p>ongoing</p>	
<p>Access to information for pupils and families</p>	<ul style="list-style-type: none"> <li>• Appropriate use of visual strategies throughout school supports understanding to facilitate transitions and social behaviour</li> <li>• Development of ICT facilities to enhance communication and learning</li> <li>• Homework is presented in formats which engage and motivate pupils eg Education City</li> <li>• Twitter is use extensively to support parental engagement</li> <li>• Group Text facilitates home/school communication of essential information</li> </ul>					