



PINEWOOD

Est. 1875

SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) & ACCESSIBILITY

A Whole School Policy including the EYFS

This policy reflects the requirements of the Statutory Framework for the Early Years Foundation Stage May 2008 and the Every Child Matters Agenda.

It has been drawn up to conform with the requirements of the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice 2014 (ref: Part 3 of the Children and Families Act 2014). 'Disability' is defined in the Appendix to this policy.

Please also refer to Admissions Policy and SEND Policy.

Introduction

Pinewood is a non-selective, co-educational, boarding and day, IAPS preparatory school for children aged 3 to 13 years. In admitting pupils, it aims:

- To admit, and maintain, a balance of boys and girls.
- To admit children regardless of race, ethnicity, religious views, language, disability or social orientation.
- To give priority to siblings of children who are pupils of the school.

Admissions

- 1.1 Admission to Pinewood depends upon a prospective pupil meeting the criteria required to maintain the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. The school must also feel confident that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful career and emerge a confident, well-educated and

well-rounded young person with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the school.

- 1.2 The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make **reasonable adjustments** not to put any disabled pupil or potential pupil at a substantial disadvantage compared with any pupil who is not disadvantaged because of his or her disability.
- 1.3 The school asks parents to provide information concerning any disability or special educational needs in writing prior to accepting a place. Providing the school details of the nature and effect of any disability enables it to consider any reasonable adjustments it may need to make.
- 1.4 In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.
- 1.5 Parents of disabled children are also offered the opportunity to discuss their child's needs with the school Special Educational Needs Coordinator and/or the headmaster.
- 1.6 Arrangements can be made for discussions between the form tutor/teacher and the parents prior to entry in order to establish clear procedures.
- 1.7 Arrangements can be made for discussion with the school prior to entry in order to ensure that the school has the correct medical supplies and any training.

School Environment

- 1.8 The school recognises the problems inherent in its layout; it consists of a number of old buildings of several storeys and without lifts that are difficult to access for someone of limited physical ability. These buildings have been extended as the school has developed through the years.
- 1.9 Many of the classes are designated as subject teaching rooms. This requires pupils to go from classroom to classroom often up steps and stairs in buildings without lifts. A pupil with impaired mobility would be disadvantaged by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the school offers.
- 1.10 These matters cannot be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at a prohibitive cost. Even the fruition of long-term plans can only go some way to ameliorate the position.

1.11 The following applies:

- i) Multi storey buildings with some steep, narrow staircases and no lifts.
- ii) Some small less spacious classrooms and, in places, narrow corridors.
- iii) Outdoor play areas accessed by steps.

1.12 Adjustments that have been considered and will be implemented as facilities are improved:

- i) Provision of disability aids around the buildings, e.g. grab and handrails on stairs and steps, ramps for wheelchairs.
- ii) Inclusion of disabled lavatory facilities for pupils within the programme of rolling refurbishment (see changing room).

Formulation and Review

1.13 The Health & Safety Management team along with the governors, and in particular the Building and Estates Committee, constantly review these items. A requirement for any future buildings and extensions will be:

- i) To review the schools' policies, procedures and facilities as they are likely to affect pupils or prospective pupils who are disabled.
- ii) To make recommendations with a view to improving the accessibility of education in its many aspects to pupils or prospective pupils with disabilities, by means of reasonable adjustments and by planning for the future.
- iii) To review such plans and policies as necessary every two years.

The following areas have been considered in detail with the results set out below.

Curriculum

Appropriate action will be taken to ensure that lessons are organised in ways which offer the best possible opportunities for full participation by disabled pupils.

There will be designated members of staff (Heads of School) with whom disabled pupils and their parents may discuss the specific requirements of their intended curriculum, in advance, to ensure that particular needs are identified and made known to relevant staff. This approach will also be used to enable pupils and their parents to discuss any emerging needs and identify appropriate possible courses of action to address those needs.

All appropriate steps will be taken to ensure that a pupil who becomes disabled during their time at the school has every opportunity to remain at the school through the

provision of the same level of adaptation and support as a comparable pupil who is disabled at the start of their school career. The school will aim to ensure that disabled pupils have equal access to all pupil facilities.

Health and Safety

The school will ensure that all pupils, including pupils with special educational needs and disabilities, are familiar with emergency evacuation procedures and all other Health and Safety issues within the school which affect them.

Pastoral Care

1.14 Pinewood has considered these issues and identified the following difficulties that might be encountered by those children with a disability. These include (dependent on the disability):

- Bullying
- Non-integration leading to friendship problems
- Poor physical and mental welfare

1.15 A number of strategies have been identified to deal with these potential difficulties:

- Use of our PSHE programme to educate pupils about disability issues.
- Improved training for staff to identify difficulties at an early stage, with focus on the form tutor system (use of specialist outside agencies where appropriate).
- Enhanced role for those who are first-aid trained in co-ordinating feedback about pupils with disabilities.
- Use of mentors and “buddies” as appropriate, to aid integration of the disabled pupil.
- Appointment of a Head of Well-Being and Emotional Support.

Awareness and observance of the policy

1.16 Pinewood believes that much good work has been done to ensure an inclusive approach to education has been adopted. The current policy seeks to consolidate previous adjustments and practices and outline future plans in a coherent way.

1.17 The Accessibility Plan (see Annex A) that accompanies this policy is a blueprint for the next three years and outlines the detailed adjustments that Pinewood has made to improve accessibility for existing and prospective pupils to education here, while recognising it is an on-going project. The criteria for categorising the plan come from Equality Act 2012, Schedule 10 3(2) which states:

An accessibility plan is a plan for, over a prescribed period —

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

- 1.18 All other policies of the school which have a bearing on disabled pupils will be amended and revised to be consistent with the Accessibility Plan.
- 1.19 The school believes that all policies and information should be available in a format which is accessible to parents with disabled children.
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Reviewed: October 2024

Reviewed by: Hannah David-Ward, Head of SEND and EAL
(In consultation with Estates Manager (Dan Such), and Dep HSEP (Sarah Martyn-Fisher))

Next Review Date: October 2025

Reviewed and approved by: Governance Committee

Review Date: 1 February 2024

Next Review Date: February 2025

Annexes:

- A. Accessibility Plan Sep 22 - Sep 25.

ACCESSIBILITY PLAN September 2022 - September 2025 (3 YEAR CYCLE)

Summary of work completed from September 2022

To continue to develop policy and practice within teaching departments and in cross-curricular areas which enable equal access to the curriculum for disabled pupils.

To ensure that Governors have formally ratified the SENDA policy - reviewed annually

To promote and maintain an awareness of policy through staff InSeT and staff meetings:

When	What	Who
September 2023	Statutory Safeguarding training from OSCB	All staff and Governors
September 2023	Back from the Brink by Patrick Foster	All staff
April 2023	Neurodiversity talk by Rory Bremner	All teaching staff
January 2023	Gender Identity seminar	All staff
January 2023	First Aid Training	Relevant members of staff

To ensure facilities are appropriately designed and maintained:

When	What	Who
May 2014 December 2023	Purchase of ramp to gain access to the theatre Purchase of new ramps for general access around School	SC SC
January 2022	Additional Disabled Parking allocated by pedestrian walkway on main drive and signed to allow easier access to Hoyland/Changing Room and Playing Fields	MB
December 2022	Installation of LED lighting across whole school both internally and externally to improve quality and lux	MB
March 2022	Protective border surrounding seating on front lawn lowered to remove potential trip hazard and allow more inclusive use	MB
October 2022	Additional fence installed at Treetops to create a new viewing area with easier accessibility for watching Sport Activity	MB
August 2022	As part of the installation of the new All Weather Pitch, a bespoke tarmac path was installed between both pitches to give easier accessibility for watching Sport Activity	NAB/NB/LR
September 2022-March 2023	Public Footpaths across school had Styles removed and Kissing Gates installed to give wider accessibility for Public Access. Access from Tower House route has been re-gated and re-fenced.	MB

December 2022	Access to first floor of main house for boarders. Both Stairs were refurbished (including handrails) to give easier access to first and second floors.	MB
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Accessibility Implementation Plan

			PLAN	TIMESCALE	RESPONSIBLE PERSON(S)	Outcome
ADMISSIONS		1.	To continue to monitor policies and procedures to ensure compliance with current practice.	Ongoing	NAB, EM, SEND.	
EDUCATION		1.	To continue to develop policy and practice within teaching departments and in cross-curricular areas which enables equal access to the curriculum for disabled pupils, including making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.	Ongoing	HoDs Subject leaders monitored by SENCOs	

			PLAN	TIMESCALE	RESPONSIBLE PERSON(S)	Outcome
		2.	Pastoral care/welfare – as above	Ongoing	SLT and SMT	
PHYSICAL ENVIRONMENT OF SCHOOL		1.	Regularly consider the school's provision for the disabled, including off site venues and visitors to the school. New ramp to main entrance	June 2023	Governors in liaison with the Headmaster. Reviewed annually by Governance and B&E Committees	
AWARENESS and OBSERVANCE of POLICY		1.	To ensure other related Policies are amended and revised to be consistent with the Policy.	Ongoing every October	SM	
		2.	To ensure Governance formally ratify the new 3-year plan	September 2023	Governance	
		3.	To promote and maintain an awareness through staff InSeT and staff meetings and forums	Ongoing	NAB / TK	

Reviewed March 2023

Definition of Disability

1. You are disabled under the Equality Act 2010 if you have a physical or mental impairment which has a 'substantial' [more than minor or trivial] and 'long-term' [a year or more] negative effect on your ability to do normal daily activities.
2. Therefore, to be disabled for the purposes of the Equality Act:
 - a pupil must have an impairment;
 - the impairment must have an adverse effect;
 - the adverse effect must be substantial;
 - the substantial, adverse effect must be long-term (12 months or more)
 - the long-term, substantial, negative effect must affect normal day to day activities
3. 'Impairment' is not defined in the Equality Act. A useful definition is "any loss or abnormality of psychological, physiological or anatomical structure or function." [WHO's International 'Classification of Impairment, Disability and Handicap'].
4. Addiction to, or dependence on, alcohol, cigarettes or 'street-traded' drugs are expressly excluded from the definition of an impairment. However, a disease related to such dependency or abuse will be included (e.g. lung cancer).
5. A 'mental impairment' is an impairment if it results from or consists of a 'clinically well recognised [mental] illness' (Schedule 1 to the Disability Discrimination Act).
6. The following are excluded from the definition of 'mental impairment':
 - A tendency to set fires;
 - A tendency to steal;
 - A tendency to physical or sexual abuse of other persons;
 - Exhibitionism;
 - Voyeurism;
 - Hay fever (except where it aggravates the effect of another condition);
 - Substance abuse (unless medically prescribed).
7. An impairment is treated as affecting a person's ability to carry out normal day to day activities if, and only if, it affects one or more of the following exhaustive list of capacities, abilities or capabilities:
 - Mobility;
 - Manual dexterity;
 - Physical coordination;
 - Continence;
 - The ability to lift, carry or otherwise move everyday objects;

- Speech, hearing or sight;
- Memory or ability to concentrate, learn or understand;
- The perception of the risk of physical damage.

8. In addition, the following is of note:

- A severe disfigurement is treated as having a substantial adverse effect on the ability of the person to carry out normal day-to-day activities regardless of its actual effects. Examples include: scars; birthmarks; limb or postural deformation; and skin diseases (not tattoos or non-medical piercings).
- Special treatment is given to progressive conditions which are likely to change and develop over time, such as: cancer; HIV infection; muscular dystrophy; and multiple sclerosis. These are treated as a disability from the moment any impairment resulting from the condition first had an effect on a person's ability to carry out normal day-to-day activities.

9. The 'impairment' must be long-term, meaning:

- It has lasted for at least 12 months;
- It is likely to last for at least 12 months; or
- It is likely to last for the rest of the affected person's life.

10. Schools and LEAs will need to consult with their medical advisers and educational psychologists to identify a list of common disabilities. They will include, for example:

- Physical disability where a wheelchair may be needed, e.g. paralysis, or children with cerebral palsy or brittle bones.
- Educational disability – dyslexia, ADHD, EBD, hearing or visual impairment.
- Other disabilities such as Downs Syndrome, cystic fibrosis, heart conditions, cancer and other diseases, epilepsy, allergies, rare diseases and conditions.

11. Further guidance is provided by:

- The Disability Discrimination (Employment) Regulations¹; and
- Guidance issued by the Secretary of State for Education and Employment²
- Paragraph 5(h) **of the schedule to the** Education (Independent School Standards) (England) Regulations 2003³

¹SI 1996 No. 1456

²Guidance on matters to be taken into account in determining questions relating to the definition of disability' (HMSO 1996)

³SI 2003 No. 1910