



# ACCESSIBILITY PLAN

2022-2025

( Last reviewed March 24)

Pear Tree Mead Academy

Part of the Passmores Co-operative Learning Community

# Accessibility plan

## Pear Tree Mead Academy



<b>Approved by:</b>	Christine Peden	<b>Date:</b> MARCH 2024
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## Contents

1. Aims.....	3
2. Legislation and guidance .....	3
3. Action plan.....	5
4. Monitoring arrangements .....	8
5. Links with other policies .....	8
Appendix 1: Accessibility audit.....	9

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## 1. Aims

Schools are required under 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

As a school we are committed to ensuring that all pupils, regardless of their educational needs, form part of the normal school environment wherever this is feasible. Our school motto is 'Pupils That Matter'.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Information relating to the Essex Schools Accessibility Strategy can be found here;  
<http://www.essexlocaloffer.org.uk/file/essex-schools-accessibility-strategy-2015-18/>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on 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. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability.	<p>Our school offers a differentiated curriculum for all pupils and places emphasis on Quality First Teaching.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>All children have access to out of school activities and clubs.</p> <p>All children have access to local visits and to educational visits.</p>	<p>To provide an engaging and accessible curriculum for all pupils.</p> <p>To provide support and strategies to ensure all pupils are able to access the curriculum.</p> <p>To support all staff in differentiating and personalising learning.</p> <p>To monitor the curriculum and Quality First Teaching.</p>	<p>One Plan Reviews to identify any support required for children (including specialist equipment).</p> <p>Transition meetings to take place to identify the needs of new children.</p>	<p>SENDCo and Assistant SENDCo</p> <p>Curriculum lead/Subject Leaders/SENDCo</p>	<p>Termly</p> <p>Termly</p>	<p>All children will have access to the curriculum.</p> <p>All staff will understand how to best support children with additional needs.</p>

<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Identifying the best classroom for the individual child</li> <li>• Toilets</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Matting to the forest school to allow wheelchair access</li> </ul>	<p>To monitor the safety of the school and to ensure that it is easily accessible.</p>	<p>Health and Safety audits and checks to take place regularly.</p> <p>Team around the child meetings to take place for children with complex needs. Involving all professionals to ensure good access.</p>	<p>SLT/Site Manager/Health and Safety Lead/SENDCo</p>	<p>Ongoing</p>	<p>Pear Tree Mead Academy is an accessible school with suitable adaptations.</p>
<p>Improve the delivery of information to pupils with a disability.</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources if needed</li> <li>• Print on coloured paper if needed</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>To ensure that all pupils are supported by good communication.</p> <p>To ensure that parents who are unable to attend school. because of their own disability can access parent's evenings or other arrangements made if necessary.</p>	<p>One Plan Reviews to identify any support required for children (including specialist resources).</p> <p>Transition meetings to take place to identify the needs of new children.</p>	<p>SENDCo and Assistant SENDCo</p>	<p>Termly</p>	<p>Communication supports the needs of individual children.</p>

	<ul style="list-style-type: none"><li>• Makaton signs if needed</li><li>• Face-to-face meetings/phone calls to parents if they cannot access information.</li></ul>					
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## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the headteacher.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storeys (serving 4 classrooms only).	When identifying new classes, staff should be considering the needs of children (SEND/medical) and whether the classrooms upstairs are suitable.	SLT	Annually (Summer Term)
Corridor access	All corridor spaces should provide a clear route for access.	Monitor accessibility and inform staff of any changes.	Site manager	Ongoing
Lifts	N/A			
Parking bays	Disabled parking is located outside the main school office.	Ensure that the space is not used for loading and unauthorised parking .	Site manager Receptionists	Ongoing
Entrances	All main entrances to the school are accessible with a ramp and wide doorways.  Other external entrances (classroom doors, stairwells, Pre-school) have ramps or level access. However some are not wide doors.	When identifying new classes, staff should be considering the needs of children (SEND/medical) and whether the classroom doorways are wide enough for a wheelchair. Changes to be made to suit best access routes.	SLT	Annually (Summer Term)  Before starting (Preschool and Nursery children)

Ramps	Ramps are in place across the school where needed.	Inspection of ramps regularly to check safety and repairs made dependent on this.	Site manager	Ongoing
Toilets	There is a disabled toilet in the large hall. There is a larger toilet/shower/changing area in one of the Reception classrooms.	When identifying new classes, staff should be considering the needs of children (SEND/medical) and whether the toilets are suitable. In the event of a new child entering the school the suitability of the toilet should be considered and any adjustments considered.	SLT	Annually (Summer Term)  On entry
Reception area	The Reception area has a ramp leading up to the main door. The main door is a wide entrance. The Reception area is kept clear.	The area to be kept clear at all times to enable clear access to the school.	Receptionists Site manager	Ongoing
Internal signage	Rooms are clearly labeled. School maps with fire exits identified are in all areas. Fire exits are clearly labeled.	Monitor and adapt depending on the needs of the individual children.	SEND team	Ongoing
Emergency escape routes	School maps with fire exits identified are in all areas. Fire exits are clearly labeled. Fire doors are in place.	All emergency escape routes to be kept clear at all times. Staff to practice safely exiting the building and to identify any individual needs.	All staff	Ongoing
Forest school	Matting used to create a route to forest school to allow wheelchair access to the entrance of the woodland area.	Inspection of matting regularly to check safety and repairs made dependent on this.	Site manager	Ongoing

