



**PEAR TREE**  
COMMUNITY  
JUNIOR SCHOOL

*With trust & care we will grow & flourish*

# Accessibility Policy and Plan 2021-25

Approved by: **Governing Body** Date: December 2021

Last reviewed on: **September 2021**

Next review due by: **September 2025**



Pear Tree Community Junior School  
Accessibility Policy and Plan 2021-25

Our school vision is to create a trusting and caring environment where all pupils will flourish. Pupils will benefit from high quality first teaching and access to a broad and balanced curriculum. Where pupils require more support their needs will be met by providing targeted academic support where carefully mapped provision, staff deployment, resource allocation and choice of intervention leads good learning outcomes. If and when required, a number of wider strategies are used to support pupils' wellbeing, mental health and behaviour.

### **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.

### **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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

### **Factors taken into account when drawing up the Accessibility Plan**

- Induction procedures
- Access to the physical and sensory environment
- Accessing the curriculum
- Teaching and learning
- Classroom organisation
- Timetabling
- Deploying additional adults
- Access to school facilities
- Activities to enrich and support the curriculum
- School clubs and activities
- School sports
- Breaks and lunchtimes

- Assessment and exam arrangements
- School discipline and sanctions
- School trips
- The school's arrangements for working with other agencies
- Procedures for acquiring expensive specialist equipment
- The school's arrangements for working with parents
- Preparing pupils for the next phase of education

### **Training**

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

- Induction for new staff
- Disability awareness training for all staff
- Disability awareness activities for pupils
- Staff training on inclusion

### **Monitoring arrangements**

This document will be reviewed every 4 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body

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

### **Links with other policies**

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

- 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
- Curriculum Action Planning

Policy Updated September 2021 by Andrew Sharp (Head Teacher)

Pear Tree Community Junior School  
Accessibility Plan 2021-2025

Aim	Current good practice	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by
<b>Increasing Pupil Participation in the School Curriculum</b>	<ul style="list-style-type: none"> <li>Individual Pupil Profiling in place for pupils supported at SEN and EHCP</li> <li>Provision Mapping to show support strategies used for SEN children</li> <li>Use of concrete resources</li> <li>Seating arrangements</li> <li>Adapted resources</li> <li>Careful consideration of colours used on lesson slides</li> <li>Specialised resources provided by external agencies independently.</li> <li>Use of various media to access and demonstrate learning (iPads/ laptops)</li> </ul>	<p>Embed the Shine interventions which supports children to access learning in class</p> <p>To ensure equal access and participation in the school's curriculum and enrichment activities (Tracked by groups Girls/Boys/PP/Ethnicity)</p> <p>Aim towards inclusive classrooms – all children working towards the same outcome</p>	<ul style="list-style-type: none"> <li>Staff training in Shine</li> <li>Monitoring and Evaluation</li> <li>Curriculum Intent to Implementation (I to I) CPD to develop curriculum offer</li> <li>Oracy Lead in Post, clear Action Plan for implementation</li> <li>Curriculum Entitlement Action plan created</li> <li>Staff CPD provided based on different SEND needs</li> <li>Develop staff specialist in areas of needs</li> </ul>	<p>Gurpreet Dosanjh</p> <p>Natalie Bethell Kirsty Struthers</p> <p>Gurpreet Dosanjh Arvinder Badwal</p>	<p>July 2022</p> <p>July 2023</p> <p>July 2025</p>
<b>Improve the physical environment</b>	<ul style="list-style-type: none"> <li>School has available; specialist equipment, specialist ICT equipment and software</li> <li>Classroom furniture has been well chosen to ensure the wellbeing of pupils.</li> <li>New lighting supports pupils' visibility in the classroom</li> <li>The edges of the steps around the ground have been painted</li> <li>Good accessibility around the first floor of the building</li> <li>Use of visual prompts to support learning and accessibility (washing lines and tray labels)</li> <li>Classes fitted with sound equipment that is compatible for the 'Pebble Microphones.'</li> </ul>	<p>To ensure that the whole school site is as accessible as possible to all pupils, staff and visitors</p> <p>To develop outdoor space to provide opportunities for a variety of learning opportunities (allotment/Physical/exploration)</p> <p>Fully resourced SEND/EAL intervention space to support those children accessing a sensory/ alternative curriculum</p> <p>Easier accessibility of upper floor of school – investigate options including Platform Lift</p>	<ul style="list-style-type: none"> <li>School site audit and improvement plan</li> <li>Develop intervention spaces. Purchase necessary resources</li> <li>Monitor and Evaluate Success</li> <li>Investigate lifts, consider funding options. Install lift</li> </ul>	<p>Jackie Ozmen</p> <p>Kirsty Struthers Gurpreet Dosanjh</p> <p>Jackie Ozmen</p>	<p>July 2023</p> <p>July 2021</p> <p>September 2025</p>

<b>Improve the delivery of information</b>	<ul style="list-style-type: none"> <li>We use an app called MarvellousMe to send messages, learning activities and badges to parents</li> <li>We use school comms to communicate with parents/carers via SMS</li> <li>We have a website which is updated regularly with information for parents, pupils and other interested parties.</li> <li>Open door policy – parents access to teachers at the beginning and end of the day</li> <li>Parent notice boards</li> <li>Parent curriculum leaflet go home each half-term</li> <li>Staff meetings and briefings introduce new initiatives and provide staff development.</li> </ul>	<p>Meeting with SEND k children on a termly basis to share information/ updates</p>	<ul style="list-style-type: none"> <li>SEND action plan</li> <li>Develop Communication Calendar</li> <li>Hold Parent sessions</li> </ul>	Gurpreet Dosanjh	July 2022
		<p>To allow equal access to information for all of our parents. Translation/use of digital comms</p>	<ul style="list-style-type: none"> <li>Audit current practice</li> <li>Research Opportunities</li> <li>Embed clear programme of communication</li> </ul>	Jackie Ozmen	July 2023
		<p>To invest in outdoor digital media to allow parents to respond to questionnaire's provide consent etc</p>	<ul style="list-style-type: none"> <li>Investigate digital/interactive displays, consider funding options. Install</li> </ul>	Jackie Ozmen	September 2025