



## **Pear Tree Community Junior School**

# **Accessibility Policy and Plan**

**Date of Issue:** Autumn 2025

**Review Date:** Autumn 2026

**Policy Owner:** Executive Head

**Approved By:**

Governing Body / **Headteacher**

Date: December 2025

# **Accessibility Policy and Plan**

## **1. Introduction and Purpose**

This Accessibility Policy and Plan sets out how the school will increase access to education for pupils with disabilities, in line with its commitment to inclusion, equality and high-quality provision for all. The plan demonstrates how the school intends to anticipate, identify and remove barriers to learning and participation so that all pupils can flourish academically, socially and emotionally.

The policy supports the school's vision and values and underpins our commitment to ensuring that all pupils, staff, parents/carers and visitors are treated with dignity, fairness and respect.

The Accessibility Policy and Plan should be read in conjunction with other key policies and is published on the school website. A paper copy or alternative format is available on request.

## **2. Aims of the Accessibility Plan**

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

The school aims to treat all pupils fairly and with respect and to provide access and opportunities for all pupils without discrimination of any kind.

## **3. Legislation and Statutory Guidance**

This policy and plan meet the requirements of Schedule 10 of the Equality Act 2010 and are informed by the following statutory guidance and legislation:

- Equality Act 2010
- Equality Act 2010: Advice for schools (Department for Education)
- Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)

The policy also takes account of the Public Sector Equality Duty and, where applicable, the school's funding agreement and articles of association.

## **4. Definition of Disability**

Under the Equality Act 2010, a person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

For the purposes of the SEND Code of Practice:

- 'Long-term' is defined as a year or more
- 'Substantial' is defined as more than minor or trivial

This definition includes, but is not limited to, sensory impairments (such as those affecting sight or hearing) and long-term health conditions including asthma, diabetes, epilepsy and cancer.

## **5. Reasonable Adjustments**

The school has a duty to make reasonable adjustments for pupils with disabilities to ensure they are not placed at a substantial disadvantage compared with pupils without disabilities.

Reasonable adjustments may include:

- Adaptations to teaching approaches and curriculum delivery
- The provision of auxiliary aids or specialist equipment
- Adjustments to the physical environment
- Changes to policies, practices or procedures where appropriate

The school adopts a proactive approach to identifying and addressing barriers to access and works closely with pupils, parents/carers and external professionals to ensure appropriate support is in place.

## **6. Roles and Responsibilities**

### **Governing Board**

- Approves the Accessibility Policy and Plan
- Monitors compliance with statutory duties
- Ensures sufficient resources are allocated to support accessibility priorities

### **Head of School / Executive Head Teacher**

- Has overall responsibility for the implementation of the policy and plan
- Ensures accessibility considerations inform strategic planning and decision-making

### **SENDCo**

- Supports the identification of barriers to access for pupils with disabilities
- Advises on reasonable adjustments and specialist provision
- Contributes to monitoring and review of the plan

### **All Staff**

- Have a responsibility to promote inclusion and equality
- Implement reasonable adjustments in their day-to-day practice
- Participate in training related to disability awareness and inclusive practice

## **7. Accessibility Action Plan**

The Accessibility Action Plan (Appendix 1) sets out how the school will achieve the aims of this policy across the three key areas:

- Increasing access to the curriculum
- Improving the physical environment
- Improving the delivery of accessible information

The action plan includes:

- Current good practice
- Short-, medium- and long-term objectives
- Actions to be taken
- Named responsibility
- Timescales
- Success criteria

**The existing accessibility action planning template is retained and forms part of this policy.**

### **8. Monitoring, Review and Evaluation**

The Accessibility Policy and Plan will be reviewed every three years, or sooner if required due to significant changes in the school context or pupil needs.

Monitoring will consider:

- Progress against planned actions
- The impact of adjustments on pupil participation and outcomes
- Feedback from pupils, parents/carers, staff and governors

The policy and plan will be reviewed by the governing board (or designated committee) and approved by the governing board.

### **9. Publication and Availability**

The Accessibility Policy and Plan are published on the school website. The plan is referenced in the school's SEN Information Report.

Alternative formats (for example, large print or electronic versions) are available on request.

### **10. Links with Other Policies and Documents**

This Accessibility Policy and Plan should be read alongside the following:

- SEN Information Report
- SEND Policy
- Equality Information and Objectives (Public Sector Equality Duty)
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Risk Assessment Policy
- Curriculum policies and curriculum intent documentation

**Approved by:**  
**Date: December 2025**  
**Last reviewed: n/a**  
**Next review due: Autumn 2026**  
**Final Review – July 2028**

**Appendix 1**

**Accessibility Action Plan – (2025–2028)**

**Aim 1: Increase access to the curriculum for pupils with disabilities**

| <b>Timeframe</b>             | <b>Objectives</b>  | <b>Actions to be taken</b>   | <b>Person responsible</b>                      | <b>Success criteria</b>  |
|------------------------------|--|--|--|--|
| <b>Short-term (2025–26)</b>  | Ensure curriculum access is consistently inclusive and responsive to SEND, SEMH and mental health needs. | <ul style="list-style-type: none"> <li>• Embed inclusive lesson design through CPD focused on participation and reducing passive learning.</li> <li>• Develop trauma-informed practice to support regulation and engagement.</li> <li>• Ensure curriculum adaptations are explicitly aligned with SEND plans and CARE provision pathways.</li> </ul> | Head of School SENDCo Teaching & Learning Lead | <ul style="list-style-type: none"> <li>• Increased engagement evident in learning walks.</li> <li>• Staff demonstrate increased confidence in inclusive strategies</li> <li>• SEND pupils access learning with reduced need for withdrawal.</li> </ul> |
| <b>Medium-term (2026–27)</b> | Strengthen curriculum coherence and staff expertise to meet a widening                                   | <ul style="list-style-type: none"> <li>• Develop staff expertise in specific SEND profiles through targeted CPD.</li> </ul>  | Head of School SENDCo Subject Leaders          | <ul style="list-style-type: none"> <li>• Improved progress data for pupils with SEND and SEMH needs.</li> </ul>  |

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|                            | range of needs.  | <ul style="list-style-type: none"> <li>• Refine curriculum sequencing for pupils with interrupted or complex learning histories.</li> <li>• Use pupil voice and QA to evaluate curriculum accessibility.</li> </ul>          |                                     | <ul style="list-style-type: none"> <li>• Pupil voice reflects improved access and engagement.</li> </ul>   |
| <b>Long-term (2027–28)</b> | Sustain a consistently inclusive curriculum across all subjects. | <ul style="list-style-type: none"> <li>• Review curriculum accessibility in light of cohort needs and evolving SEND profile.</li> <li>• Embed inclusive practice as standard across all subjects and year groups.</li> </ul> | Head of School<br>Senior Leadership | <ul style="list-style-type: none"> <li>• SEND outcomes sustained over time.</li> <li>• Inclusive practice consistently evident across the school.</li> </ul> |

## **Aim 2: Improve and maintain access to the physical environment**

| <b>Timeframe</b>            | <b>Objectives</b>   | <b>Actions to be taken</b>   | <b>Person responsible</b>                               | <b>Success criteria</b>  |
|-----------------------------|---|--|---|--|
| <b>Short-term (2025–26)</b> | Ensure the site remains safe, accessible and responsive to current needs. | <ul style="list-style-type: none"> <li>• Complete an updated accessibility audit and integrate findings into premises planning.</li> <li>• Begin development of enhanced SEND</li> </ul> | Operations Manager<br>Head of School<br>Governing Board | <ul style="list-style-type: none"> <li>• Playground resurfacing completed to specification.</li> <li>• SEND spaces meet identified needs.</li> <li>• Governors informed decision made</li> </ul> |

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|                              |   | <p>inclusion spaces.</p> <ul style="list-style-type: none"> <li>• Investigate feasibility, cost and funding options for a lift to access upstairs provision.</li> <li>• Resurface the school playground (within next 18 months).</li> </ul>   |   | <p>regarding lift feasibility.</p>   |
| <b>Medium-term (2026–27)</b> | <p>Improve accessibility in line with site expansion and capital works.</p> | <ul style="list-style-type: none"> <li>• Ensure DDA-compliant pathways linking the new MUGA and Infant School are completed before September 2026.</li> <li>• Continue phased development of SEND inclusion and intervention spaces.</li> <li>• Review site accessibility following completion of capital works.</li> </ul> | <p>Operations Manager<br/>Executive Headteacher<br/>Governing Board</p>   | <ul style="list-style-type: none"> <li>• New pathways fully DDA compliant and safely used.</li> <li>• Improved access to outdoor learning and play.</li> <li>• Reduced incidents linked to site access.</li> </ul> |
| <b>Long-term (2027–28)</b>   | <p>Maximise use of outdoor space and plan for future</p>                    | <ul style="list-style-type: none"> <li>• Secure access to the school field following Infant School build (from Sept 2027).</li> </ul>   | <p>Executive Headteacher<br/>AHT – Behaviour and Personal Development</p> | <ul style="list-style-type: none"> <li>• Field used safely and inclusively for curriculum and play.</li> <li>• Pupils report positive</li> </ul>   |

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|  | accessibility needs. | <ul style="list-style-type: none"> <li>• Embed curriculum and play use of the field from Spring 2028.</li> <li>• Review long-term accessibility needs, including any further vertical access solutions.</li> </ul> |  | <p>experiences of outdoor learning.</p> <ul style="list-style-type: none"> <li>• Site accessibility meets future cohort needs.</li> </ul> |
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### Aim 3: Improve the delivery of accessible information

| Timeframe                    | Objectives  | Actions to be taken   | Person responsible   | Success criteria   |
|------------------------------|---|---|--|--|
| <b>Short-term (2025–26)</b>  | Ensure communication is clear, inclusive and accessible for all families. | <ul style="list-style-type: none"> <li>• Audit communication methods with a focus on SEND, EAL and accessibility.</li> <li>• Develop a whole-school communication calendar.</li> <li>• Prepare content and structure for the new school website.</li> </ul> | <p>Head of School<br/>AHT – Attendance and Safeguarding<br/>SENDCo</p> <p>Operations Manager<br/>Executive Headteacher</p> | <ul style="list-style-type: none"> <li>• Improved consistency in communication.</li> <li>• Positive parent feedback on clarity and accessibility.</li> </ul> |
| <b>Medium-term (2026–27)</b> | Strengthen digital communication and parental engagement.                 | <ul style="list-style-type: none"> <li>• Launch new school website by May 2026, meeting accessibility standards.</li> <li>• Develop use of Arbor MIS to</li> </ul>  | <p>Operations Manager</p> <p>Head of School</p> <p>AHT – Attendance</p>  | <ul style="list-style-type: none"> <li>• Increased parental attendance at events.</li> <li>• Improved engagement from SEND and EAL families.</li> </ul>      |

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|                                   |  | <p>improve communication and accessibility (2026).</p> <ul style="list-style-type: none"> <li>• Embed Increased parental engagement through workshops, co-learning and celebration events.</li> </ul> | <p>and Safeguarding SENDCo</p>               | <ul style="list-style-type: none"> <li>• Reduction in missed or misunderstood communications.</li> </ul>  |
| <p><b>Long-term (2027–28)</b></p> | <p>Embed effective, accessible communication as standard practice.</p> | <ul style="list-style-type: none"> <li>• Review impact of website and Arbor MIS on engagement and attendance.</li> <li>• Refine communication approaches based on feedback and data.</li> </ul>       | <p>Operations Manager<br/>Head of School</p> | <ul style="list-style-type: none"> <li>• Sustained improvement in attendance and engagement.</li> <li>• Strong parent survey outcomes regarding communication.</li> </ul> |