



Pear Tree School

Achieving the Best We Can in Everything We Do

Accessibility Action Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Pear Tree School buildings are well designed to meet the needs of disabled pupils:

- all classrooms are on the ground floor;
- all public-access rooms, including front and back entrances, toilets, library, and hall are on the ground floor, with no steps;
- Disabled accessible toilet installed 2008.
- Hoist systems are in place in all classrooms, bathrooms, sensory studio, pool etc
- Better arrangements for disabled pupils arriving at and departing from school were implemented as part of the school's Travel Plan
- A wider doorway has been made in Meeting Place in July 2009 to allow easier access to wheelchair users
- Disabled shower facilities were built in 2011
- A designated safe pedestrian route was implemented around the site in July 2015
- Accessible playground equipment was installed in the main playground in August 2017 and additional accessible equipment was added to the Early Years playground in 2019 and the Compass Centre in 2022.
- Door widened into main bathroom 2020
- Adventure playground completely refurbished to better meet the accessibility needs of the pupils
- New hall entrance doors installed with a wider door to allow better access
- Pool refurbished and changing rooms to allow better access
- A soft play learning environment was created in the Compass Centre in September 2023 to enhance some pupils' access to curriculum and provision

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities".

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. Pear Tree School recognises its duty under the DDA (as amended by the SENDA)
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
1. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
2. Pear Tree School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
3. Pear Tree School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

Pear Tree School will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local Primary Care Trusts.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- Professional Development Plan
- SEN policy
- Equal Opportunities policy
- Curriculum Policies

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Date of Plan: Oct 2023

Reviewed: Oct 2024