

Caring for young minds

THE ACCESSIBILITY PLAN

Date Approved by Governors	March 2019
Review Date	March 2022
Headteacher	Matthew Hillman
Headteacher Signature	
Named Governor	
Named Governor Signature	

At the heart of all policies at The Pears Family School are the following principles:

- Every young person in our school, whatever his or her personal circumstances can learn and achieve.
- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society.
- The key to learning at The Pears Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work.
- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility.
- Every young person in our school is capable of becoming an agent for change in his or her local community.

Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively within their local community and wider society.

ACCESSIBILITY PLAN

The Pears Family School building has been designed to comply with all relevant legislation with regards physical accessibility and the SLT of the school, along with the EFA and the Anna Freud Centre have been a key part of the strategic design team. This Accessibility Plan has been drawn up in consultation with staff, Governors and children of The Pears Family School. It has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Equalities Act 2010 replaced previous legislation including the Disability Discrimination Act.

At The Pears Family School;

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents, Governors and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. As stated above, The Pears Family School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:
 - Equality
 - Special Educational Needs
 - Safeguarding
 - Health & Safety
 - Staff related policies
3. The Pears Family School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. The Pears Family School works with specialist services such as the Advisory Teacher for Visual Impairment as appropriate.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up as a matter of course every three years.
 6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
 7. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. An audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period. See note relating to new site – 5 above.
 8. The Plan will be monitored through the Curriculum and Standards Committee of the Governors.

Improving the site

Item	Activity
Develop disabled parking area	Establish agreement with users of close for priority parking for disabled patrons; agree with AFC for overspill parking at Rodney street site to facilitate.

Improving Curriculum Access

Target	Strategy	Outcome	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Increase in access Creative Curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Increase in access Creative Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Increase in access school activities for disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Completed. (Visual Impaired consultation recommendations place.) Increase in access Creative Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Society will benefit more inclusive social environment

	Add to OCN Parent Learning Program		
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Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats, including the use of ICT	The school will be able to provide written information in different formats when required for individual purposes	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	