



Accessibility Plan 2025/2026

Introduction and Purpose of the Plan

Pear Tree School is committed to ensuring that all pupils, staff, and visitors with disabilities can access the school environment, curriculum, and information fully and safely. This Accessibility Plan demonstrates our ongoing commitment to:

- Compliance with the Equality Act 2010, the Special Educational Needs and Disabilities Regulations 2014, the Children and Families Act 2014, and the Independent School Inspectorate (ISI) framework.
- Removing barriers to learning, participation and social inclusion
- Providing a safe, inclusive and supportive environment for all pupils and staff.

The purpose of this plan is to show how our educational setting intends, over time, to **continue to** increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Pear Tree is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

Definition of disability

Under the Equality Act 2010, a person is considered disabled 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. This includes:

- Physical impairments
- Sensory impairments
- Neurodiverse conditions (e.g. ADHD, autism, dyslexia)
- Learning difficulties
- Chronic health conditions

Accessibility planning applies to pupils, staff and visitors with disabilities.

Key Aims

1. Ensure full access to the school environment, curriculum and information for pupils with disabilities
2. Ensure equal participation in school life, including extra-curricular activities, trips, and events
3. Provide **reasonable adjustments** to remove barriers for pupils, staff and visitors
4. Develop **inclusive teaching strategies** and ensure staff are trained to meet the needs of all pupils

Principles

- Compliance with the Equality Act 2010 is consistent with our setting's aims and equal opportunities policy and SEN information report.
- All staff are aware of their duty not to discriminate, treat disabled students less favourably, or place them at a substantial disadvantage under the Equality Act (2010)
- The school recognises the knowledge of parents, carers and students about individual needs and respects confidentiality
- All students are provided with a broad, balanced and personalised curriculum that is inclusive and ability and age appropriate.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or school visits.

- We ensure that the planned curriculum promotes students' personal development equally and provides equal opportunities to achieve academically
- We ensure that the curriculum is both broad and balanced and tailored to meet the individual needs of students, considering any formally recognised special educational needs and/or disabilities.
- We ensure that teachers and instructors consider the special needs of all students in preparing and conducting lessons and educational activities.
- We ensure that educational visits and trips for each student provide equal opportunities to grow and thrive as young people as part of their wider preparation for adult life in our society.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Ensure that showers and toilets are available on the ground floor
- Ensure that all teaching and learning activities can be conducted on the ground floor where access to upper story is not possible due to architectural design
- Ensure that all adults can carry out their duties and access facilities on the ground floor, where access to the first floor is not possible due to architectural design.
- Ensure that all reasonable adjustments are made in the first instances as an interim action to meet the needs of all users
- Plan for appropriate longer term/permanent arrangements to be put in place as new facilities are developed and existing facilities re-furbished.

Improving the delivery of written information to disabled pupils

- Ensure that all students that have a disability are provided with all the information they need to engage and benefit from the day-to-day experience of school life in a form that is accessible and appropriate to their needs.

Financial Planning and control

The headteacher will review the financial implications of the accessibility plan as part of the normal budget review process.

Linked Documentation

- Pear Tree School SEN Policy
- Guidance and Good Practice
- School Prospectus
- Pear Tree Curriculum

Compliance with the Equality Act

| Accessibility Outcome | Action to ensure Outcome | Who is responsible | Long, medium or short-term | Time Frame | Notes |
|--|---|---|----------------------------|-----------------|--|
| <p>All Staff can fulfil their role and have their welfare needs met without restraint due to physical condition/architecture of buildings</p> | <p>Make reasonable adjustments as needed.</p> <p>Gender neutral toilets throughout the building</p> <p>Disabled access gender neutral toilet and washroom</p> <p>Wheelchair accessible ground floor with access ramps and wide access doorways. External patio area was raised to support access.</p> | <p>Service Manager - Diane Reed/ Ashleigh Thomas – HR and H+S Coordinator – Stephen Douglas</p> | <p>On-going</p> | <p>On-going</p> | <p>Gender Neutral signs continue to be displayed</p> |
| <p>All pupils can access a broad and balanced curriculum that meets their identified needs and prepares them well for the next stages in education, training and for adult life. Students’ welfare needs are met.</p> | <p>Audit physical layout of Toy Top School and The Manor to ensure all students’ welfare needs are met.</p> <p>Make reasonable adjustments as needed.</p> | <p>Service Manager - Diane Reed/ H+S Coordinator – Stephen Douglas And School Leaders</p> | <p>Annually</p> | <p>Annually</p> | <p>Gender Neutral signs continue to be displayed</p> |

| | | | | | |
|--|---|---------------------------------|----------|----------|--|
| | Conduct individual annual review of effectiveness of curriculum to meet individual needs – see also EHC plan review | Head Teacher and School Leaders | Annually | Annually | |
|--|---|---------------------------------|----------|----------|--|

| Access to the curriculum - statutory | | | | | |
|---|---|--|----------------------------|-----------------|--|
| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
| <p>All pupils can access a broad and balanced curriculum that meets their identified needs and prepares them well for the next stages in education, training and for adult life.</p> | <p>Holistic curriculum specifically designed to be accessible to all students.</p> <p>Use of specific resources to meet individual needs as required, for example, ear defenders for students sensitive to loud noises, maths books with larger squares, coloured overlays for students with dyslexia.</p> <p>Learning areas designed to be calming and therapeutic to minimise excessive over stimulation.</p> <p>Use of specific ICT resources to support assessment and ongoing progression. Extra time made available during examinations.</p> <p>Small class sizes and high staffing levels to allow for specific targeted learning and support and one to one teaching and learning as required.</p> <p>Gender neutral toilets throughout the building.</p> | <p>Head teacher And School Leaders</p> | <p>Annually</p> | <p>Annually</p> | <p>Angled writing boards available</p> <p>Smaller desk and chairs available for students</p> <p>Specific handwriting pens purchased and available to aid with grip and to cater for left and right-handed students</p> <p>Left and right-handed scissors in classroom. Ear defenders available for students sensitive to loud noises</p> <p>Short forks for mucking out on stable yard are available</p> |

| | | | | | |
|---|---|---|-----------------|-----------------|---|
| <p>Trips would be planned to include locations where access is available for all pupils and staff.</p> | <p>Disabled access gender neutral toilet and washroom</p> <p>Appropriately sized tools and equipment available to ensure children of all ages and statures can engage in practical activities</p> <p>Sensitive and appropriate values-based education to support understanding of protected characteristics and Fundamental British Values which is endorsed by International Values in Education Trust</p> <p>Risk assessment of the venue carried out prior to a trip taking place ensuring it is accessible for all.</p> | <p>Organiser of the arranged trip / SLT</p> | <p>On-Going</p> | <p>On-Going</p> | <p>Shorter / smaller gardening tools are available</p> <p>Purchased BKSB / Doodle assessment tools</p> <p>Members of and accredited by International Values in Education Trust – ongoing. Recently received award for values-based education from IVET.</p> |
|---|---|---|-----------------|-----------------|---|

Access to information advice and guidance - statutory

| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
|---|---|---|--|---|--------------|
| <p style="text-align: center;">Admission to Pear Tree School</p> | <p>Ensure the wording of all school documentation and policies makes provision for disabled pupils and is therefore not unintentionally discriminatory</p> <p>Thoroughly consider and plan for the needs of the pupil prior to entry (linked to curriculum as well as access)</p> | <p style="text-align: center;">Service Manager -Diane Reed/And School Leaders</p> | <p style="text-align: center;">On- Going</p> | <p style="text-align: center;">On-Going</p> | |
| <p style="text-align: center;">All students are provided with advice and guidance in an accessible form that promotes their well-being, personal development and keeps them safe</p> <p style="text-align: center;">Improve the delivery of information to pupils with a disability</p> | <p>Review PHSE and SMSC programme annually</p> <p>Update and personalise programmes in response to students' individual needs</p> <p>Range of communication methods are available</p> | <p style="text-align: center;">Headteacher and School Leaders</p> | <p style="text-align: center;">Annually</p> | <p style="text-align: center;">Annually</p> | |

| | | | | | |
|---|--|--|-----------------|-----------------|---|
| <p>All students are provided with information about their learning and progress</p> | <p>Ensure all students and ‘parents’ receive full accessible information about personal development and achievement at least annually</p> <p>Students centrally involved in the PEP review process supported by the Designated Teacher.</p> <p>Regular feedback given on achievements and progression in lessons by classroom teachers to support ongoing learning</p> | <p>Headteacher and School Leaders</p> | <p>Annually</p> | <p>Annually</p> | |
| <p>All adults are given advice on how to keep themselves safe at work</p> | <p>Staff training is carried out to ensure that all staff understand guidance and advice on keeping safe at work, including arrangements for safeguarding.</p> | <p>Service Manager- Diane Reed and Paul Glynn – Training and Development</p> | <p>Annually</p> | <p>Annually</p> | |
| <p>All staff receive appropriate guidance and advice on how to work with children.</p> | <p>Staff training is carried out to ensure that all staff understand guidance and advice on being safe at work, including arrangements for safeguarding.</p> | <p>Diane Reed and Paul Glynn</p> | <p>Annually</p> | <p>Annually</p> | <p>Keeping Children Safe in Education</p> <p>Training matrix reviewed all up to date. Staff allocated training courses when needed.</p> |

Reviewed and Updated 22nd October 2025

Due to be reviewed: October 2026

Edited By Adam Swan

| Name | Signed | Dated | Job Title |
|------------|---|------------|---------------------------------|
| Adam Swan |  | 22/10/2025 | Higher Level Teaching Assistant |
| Diane Reed | | | Service Manager |