The Cornovii Trust

Pear Tree Primary School

incorporating PiPs

Before and After School Club

Accessibility Policy

'Being Our Best Selves'

Date agreed	September 2026
Date for review	September 2029 (or earlier if necessary)
Headteacher	Nikki Casey
Chair of Governors	Jo Hillman
Signed on behalf of the Governing Board by Name:	Signature: Date:
Signed on behalf of the school by: Nikki Casey	Signature:  Date:

Introduction

Pear Tree Primary School is committed to ensuring equality of access, participation, and opportunity for all pupils, staff, parents, and visitors. Our policy reflects duties under the Equality Act 2010, including the requirement for schools to implement and maintain an Accessibility Plan to support pupils with disabilities.

We aim to remove barriers to learning and ensure that pupils with disabilities can fully engage with school life. We also recognise the importance of supporting families, including parents/carers with disabilities and families of young carers, by ensuring accessible communication and inclusive practices.

Legislative Framework

This policy draws upon:

- The Equality Act 2010, which requires schools to develop an Accessibility Plan.
- DfE Guidance on the Equality Act, which states schools must plan to:
    - Increase the extent to which disabled pupils can participate in the curriculum
    - Improve the physical environment of the school
    - Improve the availability of accessible information
- SEND Code of Practice, which emphasises inclusive practice and removing barriers to learning.
- Pear Tree SEN Policy which outlines how pupils with SEN needs are supported in the school

Aims

Our Accessibility Policy aims to:

1. Increase access to the curriculum for pupils with all identified disabilities
2. Improve the physical environment to enable better access for pupils with all disabilities
3. Improve access to information for pupils with disabilities
4. Ensure accessibility and inclusion for families, including parents/carers with disabilities and families of young carers

Increasing Access to the Curriculum

1.In relation to Teaching and Learning, we will:

- Provide high-quality, differentiated teaching that meets the diverse needs of all learners.
- Work with external specialists (e.g., educational psychologists, sensory support services, CEAT, CAMHS) to adjust teaching and support as needed.
- Ensure curriculum materials are adapted (e.g., enlarged print, visuals, simplified text) so that they are accessible to all.
- Train staff in disability awareness and inclusive practice, as advised in national guidance, so that they can support all learners and enable them to access the curriculum

2. In relation to Assessment & Support, we will:

- Use a range of assessment tools to identify barriers to learning early and provide appropriate interventions that will help support all learners access their learning more effectively.
- Collaborate with learners, parents, and relevant professionals when planning reasonable adjustments, as required by the Equality Act.

3 In relation to Participation in Wider School Life, we will:

- Ensure all learners including those with disabilities, can engage in school trips, clubs, and extracurricular activities. When risk assessments are required, they will focus on enabling engagement not excluding.

Improving the Physical Environment

The school will act In line with the DfE's requirements to improve physical accessibility to school facilities.

1,In relation to Access and Movement, we will:

- Maintain accessible routes throughout the premises so that all parties that can move freely throughout the school.

- Provide ramps, handrails, tactile flooring, accessible toilets and hygiene facilities so that all who enter the school can access school facilities and are accommodated
- Ensure quiet spaces for learners with sensory needs so that they can be supported throughout their time in school.

2. In relation to the Classroom Environment, we will:

- Organise furniture and layout to enable wheelchair access and safe movement for learners with mobility or sensory needs
- Ensure appropriate lighting, acoustic adjustments, and signage to take into account all disabilities.

3.In relation to Outdoor Spaces, we will:

- Make play areas accessible and safe for all learners with a range of disabilities.
- Ensure that spaces are accessible to all learners so that all who attend school can have access to similar experiences in the school's outdoor space.

Improving Access to Information

In accordance with DfE guidance, schools must improve the availability of accessible information. To ensure that information is accessible to all.

1.In relation to Accessible Formats, we will:

- Provide documents in alternative formats upon request (e.g., large print, audio, simplified English, symbols) so that all parties can access information
- Use visual timetables and pictorial signage throughout school so that all learners can access information made available in school.

2. In relation to Communication Methods, we will:

- Ensure digital communication methods (emails, website content, newsletters) is accessible to all parties, using plain English and compatibility to screen readers.
- Offer interpreters, translated materials or alternative formats for families where digital format is not appropriate.

Supporting Families of Young Carers and Parents/Carers with Disabilities

Pear Tree Primary School recognises that accessibility extends beyond learners. We are committed to making the school accessible to all those who care for our learners.

1.In relation to the School Environment, we will:

- Ensure parents/carers with disabilities can physically access school buildings and events.
- Provide accessible seating, meeting spaces, and parking.

2.In relation to communication, we will remove barriers to communication by:

- Offering a range of flexible meeting formats. This will include in-person, phone, online to support parents/carers with disabilities
- Providing notices and information in a range of accessible formats so that all parents/ carers can access appropriate information.
- Ensure all staff are aware of families who may need extra support and the support they require when engaging with them.

3. In relation to the support offered to Young Carers, we will:

- Identify learners who are young carers and offer appropriate pastoral and academic support.
- Work closely with families and, where appropriate, relevant agencies, to understand additional pressures and adapt expectations accordingly to accommodate these.

Roles and Responsibilities

The stakeholders listed below have the following responsibility in ensuring the delivery of this policy**:**

- The Governing Body will ensure compliance with legislation and monitor the implementation of this policy.
- The headteacher will oversee the policy and Accessibility Plan, ensuring staff have the appropriate training and they work in line with the contents of this policy.
- The SENCO will lead on inclusive practice, reasonable adjustments, and liaison with families and appropriate agencies in line with the needs of the learner.
- All staff are responsible for delivering inclusive teaching and removing barriers to learning in line with all information and guidance that is shared about a pupil.

Related Policies

- SEND Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy

Monitoring and Review

The Accessibility Policy will be:

- Reviewed annually and updated every three years, as required by DfE statutory guidance.
- Published on the school website and available in alternative formats upon request.