



Accessibility Plan – Children with Health Needs who cannot attend School

Policy Review Data – September 2025

Area	Currently	Next Steps / Sustainability and Responsibility	Impact / Success Criteria	Allocated Funding / Resources
Access to the Physical Environment				
Physical access to all areas of the school environment.	Main building is all on one level with wide doors. Oak Suite and Community Room have accessibility ramps. Fully wheelchair accessible site, pathways, buildings and exits, including those in which need to be used in an emergency. Allocated disabled parking in car park.	Next Steps: Sustainability: Maintain good access to the school via pathways and car park. Responsibility: Head Teacher SENCo	The school is fully accessible to all members of the school community with a physical disability	
Access to disabled facilities.	Disabled toilet access throughout the school. Large disabled toilet with raised changing surface in the Y6 area. Personal 'emergency' bag stored in the nearest disabled toilet.	Next Steps: / Sustainability Toilets to be kept clear Responsibility: Class teacher Cleaners Site manager	All staff are better equipped to provide wave 1 support to children in their class.	
Safe and appropriate storage of specialist equipment	All specialist equipment in use is stored in designated areas of the classroom or phase area.	Next Steps: / Sustainability Responsibility: Class Teacher SENCo		
Training for use regarding specialist equipment.	Staff supporting disabled pupils are trained to use specific equipment, where manual handling is used it is risk assessed.	Train further support staff meeting the needs of disabled pupils requiring specialist equipment.	All staff supporting disabled learners are fully trained	
Suitability of the physical environment for visually impaired learners.	Whole school environment has been assessed by low incidence team and adjustments made to the physical	Next Steps: /Sustainability: Ongoing visual checks Responsibility:		

	environment. Classrooms are well lit. Automatic lighting in the Reception toilets.	Site manager to complete visual checks and report back to HT.		
Signage on all entrance and exit gates.	School clearly signposted from the road.	Next Steps: /Sustainability: Ongoing visual checks Responsibility: Site manager to complete visual checks and report back to HT.	School is clearly signposted from the road.	
School boundaries clearly demarcated and well maintained.	School site surrounded by railing/ fencing and hedges.	Next Steps: /Sustainability: Maintain boundary demarcation – hedging. Visual check of wooden fencing Grounds work completed as per schedule Responsibility: Site manager to complete visual checks and report back to Head Teacher Head Teacher Chair of Governors Health & Safety Lead	All areas of the school site are safely demarcated. All hedging and fencing will be in good repair Any concerns about the boundary fencing will be reported promptly and repaired.	
Footpaths and play surfaces will be well maintained	The footpaths have appropriate dropped curbs to enable easy access for pushchairs, wheelchairs and mobility scooters. Foot paths are wide to enable wheelchair/ mobility scooter access. Footpaths and play surfaces are free of trip hazards.	Next Steps: /Sustainability: Responsibility: Site manager to complete visual checks and report back to Head Teacher. Head Teacher Chair of Governors Health & Safety Lead	All areas of the school site are safe. Any concerns about the footpaths and play surfaces will be reported promptly and repaired.	
Access to the Curriculum				
All children have access to the curriculum differentiated according to need	There are clear policies for SEND and inclusion. The school offer is clear and details school policy and responsible staff.	Next Steps: / Sustainability: Ongoing review of curriculum intent, implementation and	All learners have full curriculum access appropriate to their needs and abilities.	

	There are also clear Teaching and Learning policies alongside marking and feedback policies. Staff seek to mitigate barriers to learning, make reasonable adjustments and recognise stable behaviours. Personalised learning plans are used to meet the needs of the individual. Pupils needs are discussed in termly Pupil Outcome Meetings	impact, mitigating barriers to access Review policies with stakeholders Ensure staff are trained in specific areas in order to support the needs of the children in their cohort. Continue to use pupil voice to develop provision for pupils with SEND. Continue to develop the range of resources available to support children Responsibility: Head Teacher SENCo Class teachers		
The learning environment is accessible	Classrooms use communicate in print for individual visual timetables. Individual workstations are in place, where required. There is an interactive whiteboard in every classroom. The learning environment is adjusted in order to support the needs of individuals. Behaviours for learning is supported by the schools 'Behaviour Policy'. Classroom resources are clearly labelled to support pupil independence.	Next Steps: /Sustainability: Ongoing to meet the needs of the pupils Responsibility: Head Teacher SENCo Class teachers	All learners have access to the learning environment and are supported appropriately.	

There is equal access to sporting opportunities and the PE curriculum	Staff are given advice and support from external agents on adjustments to be made to ensure equality of opportunity. Sports equipment recommend for pupils with additional needs purchased and incorporated into Quality First Teaching. Participations in sporting events organised for pupils with additional needs. Assemblies highlighting professional athletes with and without disabilities encouraging participation in sport.	Next Steps: /Sustainability: Continue to participate in sporting events organised for pupils with additional needs. Continue to develop the role of the Sports Ambassadors. Continue to promote participation in sport to pupils with additional needs with the use of inspirational athletes. Responsibility: PE Lead.	Learners with Physical disabilities have access to a suitable, challenging and motivating PE curriculum.	
Pupils with additional needs participating in school trips and other offsite activities	Individual risk assessments completed and shared with parents/carers 1:1 support if/when required	Next Steps: /Sustainability: Working within current COVID guidelines, continue to look for opportunities to enhance and enrich the curriculum for all pupils Responsibility: All subject leads	Pupils with additional needs will participate in offsite visits.	
Health and Medical needs				
Care Plans and Intimate Care Plans are completed and submitted for those children who need them to enable them to participate in school life	SENCO/ teachers / medical services and parents meet to complete and develop a plan for children. Personal 'emergency' bags kept in discrete / easy access place.	Next Steps: / Sustainability: Input from parents/carers and Medical team currently supporting the child. Responsibility: Office to monitor SENCO	Pupils physical and mental wellbeing are met enabling them to fully participate in school life. Staff feel confident about their role in supporting vulnerable children	
ACCESS TO INFORMATION				

Information is communicated to parents and carers through a variety of means.	Information can be accessed through: A wide variety of written forms, newsletters, flyers and posters. On screen, the school website, Sharing of information verbally, discussions and meetings with school staff. Signposting to DSPL2 website Messages sent via Marvellous Me	<i>Next Steps: /Sustainability:</i> Develop non- written communication methods for parents and carers with additional needs. Continue to support parents with literacy needs via SFW	Parents and carers are fully informed of school, news, policy and practice.	
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Children with health needs who cannot attend school policy

Peartree Spring Primary School

Aims

This policy aims to ensure that:

- Suitable education is arranged for pupils on roll who cannot attend school due to health needs
- Pupils, staff and parents understand what the school is responsible for when this education is being provided by the local authority

Legislation and guidance

This policy reflects the requirements of the Education Act 1996.

It also based on guidance provided by our local authority. <https://thegrid.org.uk/assets/cs0537-la-support-for-children-young-people-unable-to-attend-school-medical-conditions-sep2021.pdf>. This policy complies with our funding agreement and articles of association.

The responsibilities of the school

The moral and legal mandate for schools is to ensure that they are supporting children with medical needs to the best of their ability and have a policy and processes in place to ensure this happens.. Effective multi-agency working helps to ensure that all pupils who have medical needs receive the support to which they are entitled. Peartree Spring Primary School retains the responsibility to provide a suitable education for all its pupils and be able to make reasonable adjustments according to identified needs. A joint package of support will be arranged for the child between the school and ISL. The pupil will remain on the school roll; the school retains the pupil funding and is statutorily required to have an up to date policy and a named person who will liaise with ESMA for pupils who are unable to attend school because of medical needs. The named person with regard to this is the SENCo, Emily Dean

3.1 If the school makes arrangements

Initially, the school will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school.

If a pupil is unable to attend school due to health needs, the SENCo will arrange a meeting with parents, any medical professionals and if appropriate the local authority to discuss arrangement and agree a suitable plan. An Individual Healthcare Plan is important to ensure that the school knows how to handle a medical emergency with the child and that it is providing the right support for a child on an ongoing basis. This will be continually reviewed and the school will seek advice on this from medical professionals.

3.2 If the local authority makes arrangements

If the school cant make suitable arrangements, Hertfordshire County Council will become responsible for arranging suitable education for these children.

In cases where the local authority makes arrangements, the school will:

- Work constructively with the local authority, providers, relevant agencies and parents to ensure the best outcomes for the pupil
- Share information with the local authority and relevant health services as required
- Help make sure that the provision offered to the pupil is as effective as possible and that the child can be reintegrated back into school successfully
- When reintegration is anticipated, work with the local authority to:

- Plan for consistent provision during and after the period of education outside the school, allowing the pupil to access the same curriculum and materials that they would have used in school as far as possible
- Enable the pupil to stay in touch with school life (e.g. through newsletters, emails, invitations to school events or internet links to lessons from their school)
- Create individually tailored reintegration plans for each child returning to school
- Consider whether any reasonable adjustments need to be made

4. Monitoring arrangements

This policy will be reviewed annually by SENCo/Senior Leadership Team. At every review, it will be approved by the full governing board.

5. Links to other policies

This policy links to the following policies:

- Accessibility plan
- Supporting pupils with medical conditions