

PEARTREE SPRING PRIMARY SCHOOL

ACCESSIBILITY PLAN 2026–2029



September 2026 – August 2029

Approved by: Governing Board

Date approved: September 2026

Review date: September 2027

Next full review: September 2029

Responsible staff: Headteacher and SENCo

Linked policies: SEND Policy, SEN Information Report, Equality Policy, Supporting Pupils with Medical Conditions Policy, Children with Health Needs Who Cannot Attend School Policy, Attendance Policy, Behaviour Policy, Safeguarding and Child Protection Policy, Curriculum and Teaching & Learning Policies.

1. Introduction

Peartree Spring Primary School is committed to providing an inclusive education in which every pupil can participate fully, achieve well and feel that they belong.

We recognise that some pupils experience barriers to learning and participation because of disability, special educational needs, medical needs, sensory needs, communication difficulties or other factors that affect their access to school.

Our Accessibility Plan sets out how the school will:

1. increase the extent to which disabled pupils can participate in the school's curriculum;
2. improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, facilities and services;
3. improve the delivery of information to disabled pupils in formats that are accessible to them; and
4. promote equality, participation, independence, wellbeing and belonging for all pupils.

The plan is a three-year strategic document covering **September 2026 to August 2029**. It will be reviewed annually and amended where necessary to reflect the changing needs of pupils, developments within the school and changes to relevant legislation and guidance.

2. Our Vision

At Peartree Spring Primary School, we believe that accessibility is an integral part of inclusion and should be considered in all aspects of school life.

We aim to create a school where:

- all pupils are welcomed, valued and included;
- disability does not prevent a pupil from accessing learning or participating in school life;
- barriers are identified early and addressed proactively;
- reasonable adjustments are considered and implemented where required;
- pupils and their families are involved in decisions about accessibility and support;
- staff have the knowledge and confidence to meet a wide range of needs;
- pupils can participate in lessons, playtimes, lunchtimes, assemblies, trips, clubs, sport and wider school activities;
- information is communicated in ways that pupils and families can understand and access;

- the physical environment is safe, welcoming and accessible;
- medical needs are appropriately supported so that pupils can participate as fully as possible;
- accessibility is considered when new policies, resources, curriculum developments, building works and activities are planned.

3. Legislative and Guidance Framework

This Accessibility Plan has been developed with regard to the school's duties under the **Equality Act 2010**, including the requirements relating to accessibility for disabled pupils.

The plan also takes account of relevant current guidance, including:

- Equality Act 2010;
- Equality Act 2010: Code of Practice for services, public functions and associations (2026);
- Children and Families Act 2014;
- SEND Code of Practice: 0 to 25 years;
- statutory guidance relating to education for children with health needs who cannot attend school;
- statutory guidance on supporting pupils with medical conditions at school;
- current school attendance guidance;
- Keeping Children Safe in Education 2026;
- relevant Department for Education guidance concerning inclusive and accessible school environments.

The school will monitor changes to legislation and statutory guidance and will update this plan where necessary.

The government published its **Every Child Achieving and Thriving** schools and SEND reform proposals in February 2026. These reforms are continuing to develop and will be monitored by the school; this Accessibility Plan will be amended where future statutory requirements require changes to school practice.

4. Definition of Disability

For the purposes of the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

The school recognises that disability may be visible or non-visible and may include physical, sensory, communication, cognitive and mental health-related needs.

The school will not assume that all pupils with a particular diagnosis or disability have the same needs. Accessibility arrangements will be considered on an individual basis.

5. Principles Underpinning the Plan

Our approach is based on the following principles:

Equality

Disabled pupils should have the same opportunities to participate in school life as their peers.

Inclusion

Accessibility is considered as part of whole-school inclusion rather than as a separate issue.

Early identification

Barriers should be identified as early as possible and addressed proactively.

Individualisation

Reasonable adjustments and support will reflect the individual pupil's needs.

Pupil voice

Pupils will be involved in discussions about the barriers they experience and what helps them to participate.

Partnership

The school will work with parents/carers, pupils, health professionals, external agencies and the local authority where appropriate.

Independence

Where possible, adjustments will promote pupils' independence rather than creating unnecessary dependence on adults.

High expectations

Disability or additional need should not automatically limit a pupil's aspirations, curriculum access or participation.

6. Current Accessibility Strengths

The previous Accessibility Plan identified a number of established strengths.

The school site is substantially accessible, with the main building on one level, wide doors, ramps to the Oak Suite and Community Room, accessible pathways and disabled parking. Disabled toilet facilities are available, including a larger facility with a raised changing surface.

Specialist equipment is stored in designated areas and staff supporting pupils with specialist equipment receive appropriate training.

The school already makes adjustments to the learning environment, including visual timetables, individual workstations where required, accessible classroom resources and adjustments to support individual needs.

Pupil voice is already identified as an important way of developing SEND provision.

Individual Healthcare Plans and Intimate Care Plans are used where required, with input from parents/carers and medical professionals.

The school also recognises the importance of ensuring pupils with additional needs can participate in educational visits and wider school activities.

These strengths will be maintained while the school continues to develop its accessibility practice.

7. Strategic Accessibility Priorities 2026–2029

The school will focus on six strategic priorities:

Priority 1

Physical accessibility

Priority 2

Curriculum and learning accessibility

Priority 3

Participation, enrichment and belonging

Priority 4

Health, medical needs and attendance

Priority 5

Accessible information and communication

Priority 6

Staff knowledge, systems and monitoring

PRIORITY 1 – PHYSICAL ACCESSIBILITY

Aim

To maintain and further develop a safe, accessible physical environment in which disabled pupils can move around the school independently and participate fully.

Current provision

- Main school building is substantially accessible.
- Wide doors and accessible pathways are available.
- Ramps provide access to relevant areas.
- Disabled parking is available.
- Accessible toilet facilities are available.
- The school site has established boundary fencing and pathways.
- Specialist equipment is stored appropriately.
- The physical environment is adapted where individual pupil needs require this.

Actions 2026–2029

Action	Responsibility	Timescale	Success criteria
Maintain accessible routes, entrances, pathways and emergency exits.	Site Manager	Ongoing	Routes remain safe and accessible.
Ensure disabled toilet facilities remain accessible, uncluttered and appropriately equipped.	Site Manager / Staff	Ongoing	Facilities are available when required.
Review specialist equipment required by individual pupils.	SENCo / Class Teachers	Termly/as required	Equipment meets individual needs and is appropriately maintained.
Ensure emergency evacuation arrangements take account of pupils with disabilities or medical needs.	Headteacher / SENCo / Site Manager	Annual review	Individual evacuation arrangements are current and understood by relevant staff.

Action	Responsibility	Timescale	Success criteria
Consider accessibility when purchasing new furniture, equipment and resources.	SLT / School Business Manager	Ongoing	Accessibility forms part of purchasing decisions.
Consider accessibility when planning building, grounds or refurbishment work.	Headteacher / Governing Board / Site Manager	As required	Accessibility implications are considered before work begins.
Use current DfE guidance on inclusive education estates to inform future developments.	Headteacher / Site Manager	2026–2029	Future developments support inclusive access.

Success by 2029

- Physical barriers are identified and addressed promptly.
- Pupils can safely access relevant areas of the school.
- Accessibility is considered before environmental changes are made.
- Individual physical access needs are reflected in risk assessments and support arrangements.
- Emergency arrangements are inclusive and regularly reviewed.

PRIORITY 2 – CURRICULUM AND LEARNING ACCESSIBILITY

Aim

To ensure that disabled pupils have equitable access to high-quality teaching, learning, assessment and the wider curriculum.

Current provision

The school already identifies barriers to learning, makes reasonable adjustments and uses personalised learning approaches where appropriate. Pupil needs are discussed through Pupil Outcome Meetings.

Classrooms use visual timetables, individual workstations where required and adapted learning environments.

Actions 2026–2029

Action	Responsibility	Timescale	Success criteria
Audit reasonable adjustments across year groups.	SENCo / SLT	Autumn 2026	Consistent approaches identified and shared.
Ensure reasonable adjustments are recorded, implemented and reviewed.	SENCo / Class Teachers	Ongoing	Adjustments reflect current pupil needs.
Continue to develop Quality First Teaching that anticipates a range of needs.	SLT / Subject Leads	2026–2029	Teaching reduces unnecessary barriers to participation.
Develop accessible curriculum resources, including visual, practical and differentiated resources.	Subject Leads / Teachers	Ongoing	Pupils can access learning through appropriate resources.
Review accessibility of assessment arrangements.	Assessment Lead / SENCo	Annually	Disabled pupils can demonstrate learning without unnecessary barriers.
Develop use of assistive technology where appropriate.	SENCo / Computing Lead	2026–2029	Appropriate technology supports access and independence.
Ensure sensory, communication and	Class Teachers / SENCo	Ongoing	Classroom environments reflect identified needs.

Action	Responsibility	Timescale	Success criteria
environmental needs are considered when planning learning.			
Ensure staff understand how disability and additional needs may affect access to learning.	SENCo / SLT	Annual CPD	Staff confidence increases.
Use pupil voice to identify barriers to learning.	Teachers / SENCo	Termly	Pupil views inform adjustments and provision.
Review accessibility of homework and home-learning expectations.	SLT / Teachers	Annual	Tasks are accessible and reasonable for pupils with identified needs.

Success by 2029

- Pupils with disabilities have meaningful access to the full curriculum.
- Reasonable adjustments are routinely considered.
- Staff understand how to remove barriers rather than relying solely on individual intervention.
- Pupils are increasingly able to access learning independently.
- Assessment arrangements enable pupils to demonstrate what they know and can do.
- Pupil voice informs curriculum accessibility.

PRIORITY 3 – PARTICIPATION, ENRICHMENT AND BELONGING

Aim

To ensure that disability or medical need does not unnecessarily restrict participation in the wider life of the school.

This includes:

- educational visits;
- residential experiences where applicable;
- PE and sport;
- clubs;
- assemblies;
- performances;
- playtimes;
- lunchtimes;
- pupil leadership;
- celebrations and special events;
- extracurricular activities.

Actions

Action	Responsibility	Timescale	Success criteria
Review accessibility of all educational visits during planning.	Trip Leaders / SENCo	Ongoing	Access needs identified before visits.
Ensure individual risk assessments consider reasonable adjustments rather than simply identifying restrictions.	Trip Leaders / SENCo	Ongoing	Pupils are enabled to participate wherever reasonably possible.
Ensure PE planning considers accessibility and adaptations.	PE Lead / Teachers	Ongoing	Disabled pupils participate meaningfully in PE.

Action	Responsibility	Timescale	Success criteria
Review access to clubs and extracurricular activities.	SLT / Club Leaders	Annually	Barriers to participation are identified and reduced.
Consider accessibility of playground and lunchtime activities.	SLT / Lunchtime Staff	2026–2029	Pupils can participate in social and recreational activities.
Promote positive representations of disability within curriculum and school life.	Curriculum Leads	Ongoing	Disability is represented positively and respectfully.
Use pupil voice to identify participation barriers.	SENCo / Teachers	Termly	Pupil feedback leads to action.
Ensure pupils with additional needs are considered for leadership and enrichment opportunities.	SLT / Teachers	Ongoing	Opportunities are inclusive.

Success by 2029

- Disabled pupils participate in trips, sport, clubs and wider school life.
- Adjustments are considered before activities take place.
- Pupils report that they feel included.
- Disability is positively represented across school life.

PRIORITY 4 – HEALTH, MEDICAL NEEDS AND ATTENDANCE

Aim

To ensure pupils with medical needs can access education safely and, where they cannot attend school because of health needs, receive appropriate support and remain connected with school.

The current school policy recognises that the school retains responsibility for supporting pupils on roll and for working with parents, health professionals and the local authority.

The statutory guidance for children who cannot attend school because of health needs applies to children who cannot attend or can attend only intermittently and covers support, multi-agency working and reintegration.

Actions

Action	Responsibility	Timescale	Success criteria
Maintain up-to-date Individual Healthcare Plans where required.	SENCo / Office / Parents / Health Professionals	Ongoing	Plans accurately reflect current needs.
Review emergency and medical arrangements regularly.	SENCo / First Aid Lead	Annual/as required	Staff know how to respond appropriately.
Ensure relevant staff receive appropriate medical needs training.	SENCo / Headteacher	Ongoing	Relevant staff are trained and confident.
Ensure pupils with medical needs can participate in lessons, trips and wider activities wherever reasonably possible.	SENCo / Teachers	Ongoing	Medical needs do not unnecessarily prevent participation.
Work with parents/carers and health professionals when a pupil's health affects attendance.	SENCo / Attendance Lead	As required	Appropriate support is identified promptly.
Liaise with Hertfordshire County Council and relevant	Headteacher / SENCo	As required	Statutory responsibilities are met.

Action	Responsibility	Timescale	Success criteria
education providers when school cannot make suitable educational arrangements.			
Maintain regular contact with pupils who cannot attend school because of health needs, where appropriate.	Class Teacher / SENCo	As appropriate	Pupils remain connected to school and learning.
Develop individual reintegration plans following prolonged health-related absence.	SENCo / Attendance Lead / Class Teacher	As required	Returns to school are planned, gradual where appropriate and supportive.
Consider reasonable adjustments to attendance, curriculum, timetable and school routines where appropriate.	SENCo / Headteacher	As required	Barriers are addressed proactively.
Monitor health-related absence and identify patterns requiring additional support.	Attendance Lead / SENCo	Termly	Emerging concerns are identified early.

Success by 2029

- Healthcare plans are current and reviewed.
- Staff understand their responsibilities.
- Pupils with medical needs are enabled to participate in school life.
- Health-related absence is identified and supported appropriately.
- Reintegration is planned rather than assumed to happen automatically.
- School works effectively with families, health professionals and the local authority.

PRIORITY 5 – ACCESSIBLE INFORMATION AND COMMUNICATION

Aim

To ensure that pupils, parents/carers and members of the school community can access important information in an appropriate format.

The previous plan identified written communication, newsletters, flyers, posters, website information, verbal communication, meetings, DSPL2 signposting and Marvellous Me as established communication routes.

Actions

Action	Responsibility	Timescale	Success criteria
Audit accessibility of key school communications.	SLT / Office	Autumn 2026	Barriers identified and addressed.
Provide information in alternative formats where reasonably required.	Office / SENCo	Ongoing	Families can access essential information.
Consider readability, layout, font, visual information and language when producing key communications.	All staff	Ongoing	Information is easier to understand and access.
Review accessibility of website information.	SLT / Website Lead	Annual	Key information is accessible.
Ensure pupils who require visual timetables or alternative communication systems receive them.	Teachers / SENCo	Ongoing	Pupils can understand routines and expectations.
Develop accessible communication with families who have additional communication or literacy needs.	SENCo / Family Support Staff	Ongoing	Parents/carers are able to engage with school.
Use pupil voice to identify communication barriers.	SENCo / Teachers	Termly	Adjustments reflect pupil experience.

Action	Responsibility	Timescale	Success criteria
Ensure emergency and important information is communicated through appropriate channels.	Headteacher / Office	Ongoing	Families receive essential information promptly.

Success by 2029

- Key information is available in accessible formats where required.
- Pupils understand routines and expectations.
- Parents/carers can engage effectively with the school.
- Communication barriers are identified and addressed.

PRIORITY 6 – STAFF KNOWLEDGE, SYSTEMS AND MONITORING

Aim

To ensure that staff have the knowledge, skills and confidence to support accessibility and that the school evaluates the impact of its actions.

Actions

Action	Responsibility	Timescale	Success criteria
Include accessibility and reasonable adjustments within staff induction.	Headteacher / SENCo	Annually	New staff understand school expectations.
Provide targeted training linked to the needs of the current cohort.	SENCo / SLT	Ongoing	Staff training reflects pupil needs.
Maintain records of relevant medical and specialist equipment training.	SENCo	Ongoing	Training records are current.
Share effective reasonable adjustment strategies across staff teams.	SENCo / Teachers	Ongoing	Good practice becomes consistent.
Monitor accessibility through Pupil Outcome Meetings.	SENCo / Teachers	Termly	Barriers and adjustments are reviewed.
Include accessibility within school improvement planning.	Headteacher / SLT	Annual	Accessibility remains a whole-school priority.
Consult pupils and parents/carers when reviewing accessibility.	SENCo / SLT	Annual	Stakeholder views inform the plan.
Report progress against the Accessibility Plan to governors.	Headteacher / SENCo	Annually	Governors receive evidence of progress.

Action	Responsibility	Timescale	Success criteria
Review the Accessibility Plan annually and undertake a full review in 2029.	Headteacher / SENCo / Governing Board	Annually	Plan remains current and effective.

8. Three-Year Implementation Plan

2026–2027 – DEVELOP

The first year will focus on establishing a clear baseline and strengthening consistency.

Key priorities

- Complete whole-school accessibility audit.
- Audit reasonable adjustments.
- Review medical and healthcare arrangements.
- Audit accessible communication.
- Review educational visit arrangements.
- Establish consistent pupil voice regarding accessibility.
- Identify staff training priorities.
- Remove outdated COVID-related wording from previous documentation.
- Ensure policies are cross-referenced consistently.

Key evidence

- Accessibility audit.
 - Reasonable adjustment audit.
 - Staff training records.
 - Pupil voice.
 - Parent/carers feedback.
 - Healthcare plan audit.
 - Educational visit evaluations.
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9. 2027–2028 – EMBED

The second year will focus on embedding consistent practice.

Key priorities

- Develop staff confidence and consistency.
- Strengthen assistive technology and accessible curriculum resources.
- Review participation in sport, clubs and enrichment.
- Evaluate physical accessibility improvements.
- Strengthen accessible communication.
- Use pupil and parent feedback to evaluate impact.
- Share examples of effective reasonable adjustments.

Key evidence

- Pupil Outcome Meetings.
 - Learning walks.
 - Pupil voice.
 - Parent/carer feedback.
 - Staff feedback.
 - Curriculum reviews.
 - Participation data.
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10. 2028–2029 – EVALUATE AND PLAN

The third year will focus on evaluating impact and preparing the next Accessibility Plan.

Key priorities

- Evaluate progress against all accessibility priorities.
- Identify remaining barriers.
- Consult pupils, parents/carers and staff.
- Review the physical environment.

- Review curriculum accessibility.
 - Review medical and health-related provision.
 - Review accessibility of information.
 - Evaluate participation in wider school life.
 - Report to governors.
 - Develop the next three-year Accessibility Plan.
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11. Monitoring and Evaluation

The Accessibility Plan will be monitored through:

- termly Pupil Outcome Meetings;
- SEND reviews;
- pupil voice;
- parent/carer feedback;
- staff feedback;
- learning walks;
- curriculum monitoring;
- educational visit evaluations;
- attendance data;
- records of reasonable adjustments;
- healthcare plan reviews;
- accessibility audits;
- staff training records;
- reports to governors.

The school will consider not only whether an action has been completed, but whether it has **made a measurable difference to pupils' experience, participation, independence or outcomes.**

12. Measuring Impact

The school will use the following questions when evaluating the plan:

Physical environment

- Can pupils access the areas they need?
- Are pathways, entrances and facilities safe and accessible?
- Are individual access needs anticipated?

Curriculum

- Can pupils access learning?
- Are reasonable adjustments effective?
- Can pupils demonstrate their learning?
- Are pupils developing independence?

Participation

- Can pupils participate in trips, clubs, PE, assemblies and wider school life?
- Are barriers identified before activities take place?

Health and attendance

- Are medical needs appropriately supported?
- Are pupils with health-related absence kept connected to education and school life?
- Are returns to school planned effectively?

Information

- Can pupils understand the information they need?
- Can parents/carers access essential school information?

Staff

- Do staff feel confident supporting pupils with disabilities and additional needs?
- Is practice consistent across the school?

13. Pupil Voice

Pupil voice will form an important part of the Accessibility Plan.

Pupils will be encouraged to communicate:

- what helps them learn;
- what makes learning difficult;
- what environmental factors affect them;
- what helps them feel safe and included;
- what adjustments they find useful;
- what would help them become more independent;
- whether they feel included in wider school activities.

Pupil voice may be gathered through:

- individual conversations;
- Pupil Outcome Meetings;
- SEND reviews;
- questionnaires;
- visual or alternative communication methods;
- class discussions;
- pupil leadership opportunities.

14. Parent and Carer Voice

Parents and carers are important partners in identifying and removing barriers.

The school will seek feedback about:

- accessibility;
- communication;
- reasonable adjustments;

- medical support;
- educational visits;
- curriculum access;
- transitions;
- attendance and reintegration;
- wider participation.

Feedback will be considered alongside professional advice and pupil voice when reviewing provision.

15. Staff Responsibilities

Governing Board

The Governing Board will:

- approve the Accessibility Plan;
- monitor implementation;
- ensure appropriate resources are considered;
- review progress annually.

Headteacher

The Headteacher will:

- have overall responsibility for implementation;
- ensure accessibility is considered within school improvement planning;
- allocate appropriate resources;
- ensure staff responsibilities are clear.

SENCo

The SENCo will:

- coordinate accessibility provision;

- advise staff on reasonable adjustments;
- monitor individual accessibility needs;
- work with pupils, parents/carers and external professionals;
- monitor staff training;
- contribute to annual review of the plan.

Site Manager

The Site Manager will:

- maintain physical accessibility;
- monitor pathways, entrances, facilities and grounds;
- report and address physical access issues.

Class Teachers

Class teachers will:

- identify barriers to learning;
- implement reasonable adjustments;
- seek pupil voice;
- communicate concerns;
- ensure pupils can participate in learning and wider school activities.

All Staff

All staff have responsibility for promoting an inclusive environment and responding appropriately to identified accessibility needs.

16. Resources and Funding

The school will consider accessibility within its annual budget and school improvement planning.

Resources may include:

- specialist equipment;
- accessibility adaptations;
- assistive technology;
- curriculum resources;
- staff training;
- medical equipment;
- communication resources;
- environmental adaptations.

The school will seek advice from relevant professionals where specialist equipment or adaptations are required.

17. Links to Other Policies and Documents

This Accessibility Plan should be read alongside:

- SEND Policy;
- SEN Information Report;
- Equality Policy;
- Supporting Pupils with Medical Conditions Policy;
- Children with Health Needs Who Cannot Attend School Policy;
- Attendance Policy;
- Behaviour Policy;
- Safeguarding and Child Protection Policy;
- First Aid and Medical Procedures;
- Curriculum and Teaching & Learning Policies;
- Educational Visits Policy;
- Health and Safety Policy;

- school improvement plan.

18. Annual Review

This Accessibility Plan will be reviewed annually by the Headteacher and SENCo and reported to the Governing Board.

The annual review will consider:

1. progress against each action;
2. evidence of impact;
3. changes in pupil needs;
4. feedback from pupils;
5. feedback from parents/carers;
6. staff feedback;
7. changes to the physical environment;
8. changes to legislation and guidance;
9. resource implications;
10. priorities for the following year.

The plan will be formally reviewed and rewritten at the end of the three-year period.

19. Accessibility Plan Review Record

Academic Year	Review completed	Key achievements	Remaining priorities	Reported to governors
2026–2027	September 2027			
2027–2028	September 2028			
2028–2029	September 2029			

20. Approval

Approved by the Governing Board: _____

Date: _____

Headteacher: _____

SENCo: _____

Chair of Governors: _____

Next annual review: September 2027

Full plan review: September 2029