

## **PEGASUS ACADEMY TRUST ACCESSIBILITY PLAN**



### **1. Introduction**

- 1.1 Within PAT we are dedicated to creating a fully accessible environment that values and includes all pupils, staff, parents, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs.
- 1.2 This accessibility plan has been developed in alignment with the Trust's Special Educational Needs (SEND) Policy. Its purpose is to ensure that our schools are socially and academically inclusive, providing all pupils with access to a broad and balanced curriculum while ensuring they are appropriately challenged.
- 1.3 Our SEN Policy details the support and provision available for pupils with special educational needs and disabilities (SEND).
- 1.4 This accessibility plan specifically addresses key areas such as improving access to the curriculum, enhancing physical accessibility within our schools, and ensuring accessible information for pupils with SEND. It outlines how our will effectively manage and develop this aspect of our SEND provision to support every child's success.

### **2. Aims**

- 2.1 Under the Equality Act 2010, schools are required to have an accessibility plan that specifically addresses the needs of pupils with special educational needs and disabilities (SEND). The purpose of this plan is to:
  - a) Increase the extent to which pupils with disabilities and SEN can fully participate in the curriculum;
  - b) Improve the physical environment of the school to enable pupils with disabilities and SEN to better access education, benefits, facilities, and services provided;
  - c) Enhance the availability and accessibility of information for pupils with disabilities and SEN, ensuring it meets their individual needs.

### **3. Principles and values.**

- 3.1 **Commitment to inclusive education and accessibility.** We are dedicated to the progressive removal of barriers to learning and participation for all children and young people, particularly those SEND, in line with the Children and Families Act 2014 and the Equality Act 2010.
- 3.2 Our schools promote the inclusion of disabled children and young people in mainstream education wherever possible, ensuring equitable access to all educational opportunities.
- 3.3 **Fair and Non-discriminatory admissions.** We adhere strictly to fair admissions practices, considering all applications for children with SEND without discrimination or refusal based on their needs or the presence or absence of an Education, Health and Care (EHC) plan.
- 3.4 Our admissions processes comply with the School Admissions Code and Equality Act 2010, ensuring no child is denied access due to SEND status.
- 3.5 **Accessibility planning and provision** We develop, implement, and regularly review a written accessibility plan aimed at:
  - a) Increasing disabled pupils' participation in the curriculum;

- b) Improving the physical environment to enhance access to education, facilities, and services;
- c) Enhancing the delivery of accessible information to disabled pupils in ways that meet their individual needs and preferences;
- d) Ensuring adequate resources are allocated to ensure the effective implementation of accessibility measures.

3.6 **High expectations and inclusive culture** Our leadership fosters a culture of high expectations where all staff are committed to including children with SEND in all aspects of school life, supporting their achievement and well-being.

3.7 We actively challenge negative attitudes and promote awareness, tolerance, and respect for disability and accessibility within our community.

3.8 **Partnership and Collaboration** We involve children, parents, staff, governors, and external professionals in the development, monitoring, and review of our accessibility policy and practice.

3.9 We seek and maintain partnerships with relevant agencies to enhance our capacity to meet the needs of disabled children and young people.

3.10 **Transparency and accountability** We publish clear information about our accessibility policy, SEND provision, and equality objectives, ensuring transparency and accessibility for all stakeholders.

**3.11 Compliance with Legal and Inspection Requirements** We ensure compliance with statutory duties under the Equality Act 2010, Children and Families Act 2014, and other relevant legislation.

#### **4. Legislation and guidance.**

- 4.1 This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.
- 4.2 The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
- 4.3 Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- 4.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 4.5 **Review.** The Accessibility Plan will be reviewed regularly in respect of progress and outcomes. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.
- 4.6 **Accountability.** The Trust's Directors are responsible for ensuring the implementation, review and reporting on progress of the Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

## 5. Related documents and policies.

5.1 The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality guidance;
- Health & safety policy;
- Special Educational Needs policy;
- SEND school information report
- Behaviour policy
- Race relations and equal opportunity policy
- Action plan. This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. This plan is found at **Appendix A**.

## 6. Current good practice at PAT schools

6.1 Schools within The Pegasus Academy Trust demonstrate strong practice in ensuring pupils with disabilities can participate fully in the curriculum. Each school delivers a differentiated and inclusive curriculum tailored to all children's needs, with particular attention to those requiring additional support.

6.2 Resources are carefully selected to reflect diversity, including examples of people with disabilities contributing to an inclusive learning environment.

6.3 Curriculum progress is meticulously tracked for all pupils, with appropriate and challenging targets set for those with special educational needs and disabilities (SEND). The Trust's commitment to early intervention is evident through its collaboration with a wide range of multi-agency professionals, such as educational psychologists, therapists, and the Early Years SEND team, ensuring that individualised plans and recommendations are effectively implemented.

6.4 The physical environment is thoughtfully adapted, including ramps, accessible toilets, contrasting colours for visually impaired children, lifts at Whitehorse Manor and the Brigstock Annex, enhanced acoustics at Whitehorse Manor Infants and the Brigstock Annex and sensory rooms to support sensory and social-emotional needs.

6.5 Communication is enhanced through multiple methods including Makaton signing, pictorial prompts, and British Sign Language trained staff, ensuring that all children and families can access information and participate fully.

6.6 To meet the needs of all pupils who attend Pegasus schools now and in the future we:

- continually review and update individual pupil SEND plans in collaboration with multi-agency professionals.
- constantly challenge the LA SEND department to provide the funding needed to deliver the requirements in EHCPs
- provide targeted professional development for staff on inclusive curriculum delivery and disability awareness;
- regularly review curriculum resources to ensure representation and accessibility;
- embed high-quality adult-child interactions tailored to diverse needs, especially communication and language development;
- use ongoing assessment data to refine and personalise learning targets for pupils with disabilities. All SEND plans are current, reflective of pupil needs and reviewed regularly.
- ensure outdoor learning environments remain safe and accessible, including garden and play areas where practicable. No reported barriers to physical access in the nursery environment;
- review and expand communication methods (e.g., increase availability of pictorial resources, digital formats, and BSL support);

- i) provide training for all staff on accessible communication techniques, including Makaton and use of visual supports;
- j) ensure key information (e.g., policies, routines) is available in accessible formats.
- k) regularly consult with parents/carers about communication preferences and adapt accordingly;
- l) ensure pupils and staff use communication aids effectively during learning.

## 7. Revision history

<b>Policy update</b>	<b>Brief description of changes made</b>
V1 January 2026	<ul style="list-style-type: none"><li>• Accessibility plan published with the intention of increasing the extent to which SEND pupils can participate in the Trust's curriculum</li></ul>

**APPENDIX A****Accessibility action plan**

<b>Aim:</b>	<b>Current good practice:</b>	<b>Objectives:</b>	<b>Actions to be taken:</b>	<b>Person/s responsible:</b>	<b>Completion date:</b>
1. Secure full access to the broad and balanced curriculum for students with disabilities	<ul style="list-style-type: none"> <li>a) Bespoke curriculum offers;</li> <li>b) Regular involvement of HI and VI team to check student access to education</li> <li>c) Reasonable adjustments to the uniform policy</li> </ul>	<b>Regular</b> review of individual student needs to assess the effectiveness of meeting aims (i.e. review within the first 3 months can assess actions to be set for medium and long term)	<ul style="list-style-type: none"> <li>a) Regularly involve outreach teams and invite to all annual reviews;</li> <li>b) Share specific advice on disabilities through pupil profiles;</li> <li>c) Regular QA but SENCO and SLT to ensure needs are being met in the classroom through high quality teaching;</li> <li>d) Keep information up to date and share information with staff;</li> <li>e) Regular CPD through 'Schoot' for teachers on meeting the needs of SEND students</li> </ul>	MAT CEO and Estates team	Ongoing
2. Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>a) Easy access toilets;</li> <li>b) Disabled parking spaces;</li> <li>c) Designated wheelchair accessible meeting spaces for disabled visitors</li> <li>d) Re rooming of classes to allow students to access all lessons due to no disabled access to part of school</li> </ul>	<b>Short term</b> - assess areas around school that are hard to access	<ul style="list-style-type: none"> <li>a) Wider disabled access to whole building;</li> <li>b) Identify classroom/ teaching spaces that are hard to access;</li> <li>c) Long action plan of how these areas can be made easier to access.</li> </ul>	Central team to complete assessment School/ Head- review RAG	On-going- long project

<p>3. Improve the delivery of information to students with disabilities or needs</p>	<p>a) Using visuals to support written instructions; b) Following guidance from HI team on use of radio aids and hearing aids</p>	<p><b>Short term</b> - assess which students may need additional support and tailor messages and information directly</p> <p><b>Medium term</b> - Look at a wider scheme (i.e. how messages can be delivered to students who are deaf, visually impaired, colour-blind)</p> <p><b>Long term</b> - Look at implementing the scheme school-wide so all messages/information are available to all students.</p>	<p>a) Improve signage around the sites; b) Ensure key messages are delivered by a number of means (video, written, voice recording)</p>		
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