School Accessibility Policy 2026 2027

Context

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. Every child who joins the Pace community will be welcomed and valued regardless of gender, race, belief, physical disability or learning difficulty.

At Pace, we foster an inclusive and welcoming environment along with a culture of safeguarding. We deliver an integrated holistic curriculum for children with sensory motor conditions, tailored to the needs of each individual child with a focus on developing skills which will maximise their independence in every aspect of life both now and in the future.

Definition of Disability under the Equality Act 2010:

'You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'

Purpose

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum

2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services

3. Improving information delivery to pupils with disabilities

Aims and Objectives of this Policy

- Ensure full access to the curriculum for every pupil
- Continue to review, improve and maintain accessibility of the physical environment for all pupils, families, staff and visitors
- Ensure effective and accessible communication to pupils, families and staff

The table overleaf sets out how the school will achieve these aims.

Development and Review

The accessibility plan is guided by the Pace values, ethos and principles. It will be reviewed every year by the Headteacher in conjunction with the Board of Trustees.

The Board of Trustees also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

The Pace Accessibility Plan is divided into three sections:

1. Curriculum access
2. Accessibility of school buildings and learning environment
3. Accessible correspondence and communication

Curriculum Access

The curriculum at Pace has been specifically designed so that children with physical disabilities have maximum access to learning and can participate in all areas effectively.

This is done through the adaptation and differentiation of the curriculum in the following ways:

- Activity of child within the group
- Programmes of learning specifically designed to promote physical access to the curriculum (motor learning programmes, fine motor, gross motor, mobility)
- Individually tailored programmes to address sensory registration and processing difficulties (e.g. visual perception, auditory perception, sensory integration)
- Use of alternative and augmentative methods of communication to enhance the communication opportunities and learning of children with speech and language difficulties
- Adaptation of equipment, toys and learning materials to promote motor learning and to assist with the active learning and participation of children within the curriculum

2. Accessibility of School Buildings and Learning Environment

As per the requirements of The Equality Act 2010, Pace is committed to:

- Not treating pupils with disabilities or employees less favourably for a reason related to their disability
- Providing 'reasonable adjustments' for disabled learners or employees
- Anticipating need and responding accordingly (within our own financial constraints)
- Carrying out specialist Disability Access Surveys for our building every three years, and prioritising reasonable adjustments based on the findings of these reports

We will remove physical barriers or provide reasonably alternative methods of making the service available to pupils and employees with disabilities by:

- Removing the barrier
- Altering it
- Providing a reasonable means of avoiding it, or
- Providing an alternative means of providing the service

In carrying out the above action, we will consider the following factors:

- The use of the building
- Practicality of the works
- Financial constraints
- Disruption of works to the provision of our services
- Resources available
- Likely effectiveness

As part of our commitment to improving access for pupils and employees with disabilities, we will:

- Make an annual financial commitment
- Focus our priorities where we know there is the greatest anticipated need
- Respond to identified need, where it is reasonable to do so
- Base the works on the findings of the 'Independent Access Surveys', completing high priority items first
- Ensure all new works comply with BS8300 'Design of Buildings and Their Approaches to Meet the Needs of Disabled People'

3. Accessible Correspondence and Communication

This will include planning to make written information that is normally provided by the school available to disabled pupils and their families. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Objective	Tasks	Timescale	Responsibility	Monitoring
Total curriculum access for every pupil	Reflect identified areas of need in lesson planning and delivery Ongoing programme of staff training to fully understand the needs of the children and to plan and differentiate ensuring total curriculum access Purchase of resources as appropriate to increase accessibility of the curriculum and total participation for every child Foster an environment which promotes the rights of the pupil and that supports their full inclusion and participation in their learning Ensure all activities throughout the school day are accessible to all students Ensure access to computer technology appropriate for all pupils Promotion of pupil voice through School House Groups	Constant process being reviewed evaluated and improved by Pace staff at every level	CEO Leadership team Headteacher School SMT	Board of Trustees

Accessibility of school buildings and classrooms	• Ensure that access to school buildings and site can meet diverse pupil needs by ensuring: • Accessibility and clarity of signage around school buildings • Safe access and full accessibility for drop off and collection of pupils at each site • Organised schedule of servicing and maintenance of all equipment in use, e.g. supportive seats, hoists, standing frames, etc. • Ensure complete safety of school environment for all service users • Plan and organise classrooms according to the needs of the pupils • Incorporate full consideration of accessibility during any proposal for change to the building/classroom • Fully serviced lift available when upstairs access is required (Bradbury Campus only) • Corridors are wide with space for wheelchairs and standing frames • Disabled parking bays marked at both sites • Automatic front doors at all entrances (except admin building at Bradbury Campus at present) • Hoists in situ as appropriate for pupils. Full risk assessment in place for each child and respective transfers to ensure safe practice. Full maintenance and service schedule in place for all hoists. Training in place for operation of hoists by staff • Accessible toilets at both sites	Ongoing	CEO Strategic Leadership Team Head of Operations Relevant therapists	Board of Trustees

	• Fire evacuation procedures take into account accessibility considerations. All pupils have 'PEEP's' to ensure safe evacuation from any given position in the event of emergency			
Correspondence and communication	All letters/written correspondence made available in first language of families if required Large print and audio when required E-mail communication Signed support and text-based communication for anyone with a hearing impairment	Ongoing	All staff	Board of Trustees
School policies	Ensure all policies are consistent with the accessibility plan and take account of the Equalities Act 2010 Ensure all policies consider accessibility and equality for all concerned	Ongoing	Policy Holders	Board of Trustees

Reviewed: October 2026

To be revised annually

To be reviewed: October 2027

To be reviewed by: The Board of Trustees/Headteacher

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.