



PILGRIM
PATHWAYS
SCHOOL

ACCESSIBILITY PLAN [008]

Approved by:	Management Committee	Date approved:	1 st November 2018
Date reviewed:	November 2018 February 2022	Next review due by:	February 2025
Policy Lead:	Leah Miller, Headteacher	Ownership:	Management Committee

Table of Contents

1. Introduction	1
2. Key Objective	1
3. Principles	1
4. Activity	2
5. Increasing access for all pupils to the school curriculum	2
6. Physical Access	2
7. Curriculum	2
8. Linked Policies	2

1. Introduction

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that ‘Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief or sexual orientation.’

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

2. Key Objective

Pilgrim Pathways School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3. Principles

3.1 Compliance with the Equality Act is consistent with the school’s aims and equal opportunities policy and the operation of the school’s SEND Policy.

3.2 The school recognises its duty;

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

3.3 The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities and respects the parents’ and child’s right to confidentiality.

3.4 The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum;

- Setting suitable learning challenges
- Responding to pupils’ diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

4. Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

- 4.1 Education and related activities:** Pilgrim Pathways School will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. (See checklist provided on page 29 DfES Guidance “Accessible Schools: Planning to increase access to schools for disabled pupils”)
- 4.2 Physical Environment:** Pilgrim Pathways School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.
- 4.3 Provision of information:** Pilgrim Pathways School will make itself aware of local services, including those provided through the LA, (e.g.: CREDS Language translation) for providing information in alternative formats when required or requested.

5. Increasing access for all pupils to the school curriculum

Improving teaching and learning lies at the heart of the school’s work. Through self-review and CPD we aim to enhance staff knowledge and skills and understanding to promote excellence in teaching and learning for all children.

6. Physical Access

- At the Pilgrim Pathways School wheelchair access to all the buildings is good.
- There are disabled toilets available in each centre.
- Electronic fire safety release doors are fitted in each unit.
- Classrooms are organised to promote the participation and independence of all pupils.
- There are disabled parking spaces close to the entry point of each centre.

7. Curriculum

- Work is differentiated by all teaching staff to support the learning styles and needs of all pupils who attend the Pilgrim Pathways School. This is done using strategies such as work being printed on different colour paper, the use of coloured overlays for dyslexic students, using laptops and iPads to aid learning and help writing skills for those who have difficulties with handwriting. The school can provide suitably enlarged print for pupils with visual impairment.
- ICT software is available to support learning throughout the curriculum.
- Where possible pupils at Addenbrooke’s hospital are encouraged to attend lessons in the school room.
- For pupils and parents with languages other than English and pupils from minority ethnic backgrounds we work with Cambridgeshire’s Race, Equality and Diversity team (CREDS), who provide resources and help and support for teachers.
- Each pupil has an individual education plan (IEP) which clearly sets out what interventions may be required to help support learning.

8. Linked Policies

This plan will contribute to the review and revision of related school policies, for example:

1. School Development Plan
2. Premises Management Policy
3. SEND Policy
4. Community Cohesion & Equalities Policy
5. Curriculum Policy