



# PEGASUS SCHOOL

part of the SENAD Group

## **Accessibility Plan**

Pegasus School  
Main Street  
Caldwell  
Derbyshire  
DE12 6RS

Accessibility Plan as set out in  
SENADS Accessibility Strategy Policy [710.0]

S88 Requirement

Reviewed May 2018

Update due in April 2019

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SENAD Support: Paul Munyard, Group Property & Facilities Manager

## **1.0 Introduction**

Pegasus School aims for all students to enjoy learning, make progress and achieve. To become confident individuals living safe, healthy and fulfilling lives who make a positive contribution to society. The school's aim is for students to:

- Engage in Learning
- Develop communication skills
- Self-manage behaviours
- Form positive relationships
- Be healthy
- Access lifelong learning.

## **2.0 The Equality Act 2010 - Disability**

This plan has been prepared in response to the school's duties under Section 88 of The Equality Act 2010. The school recognises the following duties:

- 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 publish an Accessibility Plan (known as the Planning Duty).

## **3.0 Definition of Disability**

A disabled person is defined by the Disability Discrimination Act as:

- A person who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

## **4.0 The Planning Duty**

The Act places a duty (the Planning Duty) on schools to prepare Access Utility Plans for:

- Increasing the extent to which pupils can participate in the school curriculum, e.g. leisure activities and school visits.
- Improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of written information, e.g. handouts, timetables etc.

Independent schools must make their Accessibility Plans available to interested parties on request at reasonable times.

## 5.0 The Accessibility Plan

This plan aims to improve access to all aspects of education within Pegasus School and is organised in a way that helps to remove any existing barriers to pupil learning. It also aims to widen the opportunities available to students who may have had restricted access to the wider community in previous settings. This is our commitment to developing the outcomes within Pegasus School's aims and objectives.

- The SENAD Group will monitor the implementation of the plan and regularly review the access needs of the school.
- **This plan was reviewed in May 2018**
- **It is available on the school's website.**

Kerry Jefferson at Pegasus School 01283 761352.

## 6.0 Improving Access to the Curriculum

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Improve the use of signing and symbol use across school and home in order that students can access their learning and their leisure activities	On-going training and refreshers for staff Teaching sessions for students to broaden vocabulary and communication strategies	Pegasus school is a total communication environment	Dec 2018	Pegasus is "Makaton Friendly" All students use visual structures appropriate to their needs
<b>Medium Term</b>	Increased number of post 16 students access courses at off-site colleges	Senior staff to develop knowledge of courses available at local colleges Develop partnerships with local colleges A land based studies coordinators has been employed to further develop the horticulture and possible agricultural areas. Beyond the classroom leads have been promoted.	More post 16 students access off site colleges  Students access the land based /horticulture areas more.	Ongoing	More students will access off site courses More students will achieve accredited qualifications
	To equip the special support staff with the skills and understanding that they require to undertake their support role during the education day	Education staff to offer training at weekly development day sessions for support workers Re-define the role of the TA in supporting and guiding support workers in the classroom Monitor and develop through weekly teacher meetings	Effective work force Improved pupils outcomes	Ongoing	Students "on task behaviour" and "readiness to learn" improves

**7.0 Physical Improvements to the Environment**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Provide various ramped access to all of ground floor	Make all of ground floor DDA compliant	Access around site improved	August 2017	Improved physical access to the school has been improved in key areas such as external exits to the rear garden and the end of coach house, Access to education areas has been improved by providing ramps, colour contrasting flooring and altering doorways.
<b>Medium Term</b>	Improved building approaches	Improve/supplement external lighting	Access around site improved	Ongoing as the needs arise further.	The front entrance now has a ramped access. The rear paths have been resurfaced at one level with a surface to meet the needs of its pupils and the listing of the building. Further pathways will be considered in due course as required.
	Improved playground equipment to allow all students to access equipment and allow therapy needs to develop further.	Specialist equipment provided and make current areas more accessible	Access to play/therapy equipment for all	August 2019	
<b>Long Term</b>	Improved vertical circulation	Provide colour contrasting edgings stairs as flooring is replaced through routine maintenance	Improved contrast for visually impaired	Ongoing	Improved physical access to the school has taken place and DDA requirements are considered and implemented where possible in each planned upgrade.
	Improved vertical and horizontal circulation	Provide colour contrasts during routine redecoration	Improved contrast for visually impaired	Ongoing	As Above

## 8.0 Improving the Provision of Information

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Continue to use augmentative systems for all students	Risk assessments and speech and language assessments are in place and form part of multi-disciplinary approach to students' needs	There is available in all settings: <ul style="list-style-type: none"> <li>• Functional symbols for personal needs</li> <li>• PECS for functional use</li> <li>• Adults who are able to sign</li> <li>• Timetables for expressing organisation of day</li> </ul>	Ongoing	Students have access to communication at functional levels to enable their understanding of all school environments
	To provide PECS training for staff	Discuss and arrange through performance management	There is increased availability of skilled training and practice	Current – performance management structure in place for all staff and ongoing training programme both formal and during working environment	Students will have improved access to skilled staff and systems
	Provision is made for visitors to indicate support needs regarding disability provision	Include a request for visitors to contact us prior to a visit highlighting any specific needs that they have	Any additional reasonable arrangements needed are facilitated for the visit	Requirement relayed to lead manager	Adapt planning to facilitate any disabled visitor
	Ongoing therapy input in relation to individual needs	Liaison with class teacher and key worker embracing new technologies	There is a consistent approach to communication strategies.	Current and further development work necessary on an ongoing basis	Individualised support plans are in place and utilised by staff