


**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 2025

Update due in May 2028

Lead Name: Mitchell Hubbard, Head Teacher

SENAD Support: Paul Munyard, Group Property & Facilities
Manager

1.0 Introduction

Pegasus School aims for all young people 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:

- Be happy
- Be safe
- Be a good friend
- Bee yourself

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 young people 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 young people 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 young people 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 Accessibilty 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 young people 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 2025**
- **It is available on the school's website and internally to all via SharePoint.**

Mitchell Hubbard at Pegasus School 01283 761352.

6.0 Improving Access to the Curriculum

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short Term	Improve the use of signing and symbol use across school and home in order that young people can access their learning and their leisure activities	On-going training and refreshers for staff Teaching sessions for young people to broaden vocabulary and communication strategies	Pegasus school is a total communication environment	Feb 2026 Makaton PECS/IPod Review monthly	Ongoing
Medium Term	Increase opportunities for Learning Beyond the classroom	Learning beyond the classroom teacher to provide opportunities for learning including building up life experiences and including work experience as part of the curriculum. A Forest Schools instructor has been employed to further develop the horticulture and agricultural areas. Beyond the classroom leads have been promoted.	All young people to be able to access Horticulture, Agriculture and Forest School as part of the curriculum Students access the farm/Forest School/horticulture areas more. A Gardener is employed to attend weekly to assist with the heavier tasks and to keep on top of the mowing and strimming. This will be reviewed as the growing season develops to help keep the horticulture area to a good standard.	Ongoing Ongoing Review monthly	School Farm and Forest School accessed by all.

	<p>To equip the staff with the skills and understanding that they require to undertake their support role during the education day</p>	<p>Communication champions OT Champion Special Needs training in relation to ASD and other co-morbidities Safeguarding Nappi</p>	<p>A tailored, holistic environment to support individual needs of the young people</p>	<p>Ongoing Review monthly</p>	<p>Ongoing</p>
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7.0 Physical Improvements to the Environment

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short Term	Provide level access to gardens and buildings where possible	Make as much of the ground floor DDA compliant as physically possible	Access around site improved	Ongoing as and when needed to meet current and planned future needs.	Access to Education and life skills has been created by added paths and walkways to various areas. Access to education areas has been improved by providing ramps, colour contrasting flooring and altering doorways.
	Provide suitable flooring throughout the education areas.	As and when flooring is replaced it is of the appropriate slip resistance rating	Access around site improved	Ongoing as and when needed to meet current and planned future needs.	
Medium Term	Improved playground equipment to allow all young people to access equipment and allow therapy needs to develop further.	Improve stimulation and outdoor play.	Access to play/therapy equipment for all	Ongoing as the needs arise further	Future capex budget kept in constant review
	Improved vertical circulation	Provide colour contrasting edgings on 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.
Long Term	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

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short Term	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 young peoples' needs	There is available in all settings: <ul style="list-style-type: none"> • Functional symbols for personal needs • Adults who are able to sign • Timetables for expressing organisation of day 	Ongoing Communications team	Young people have access to communication at functional levels to enable their understanding of all school environments
	To provide 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	Young people 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