# Cherry Tree Primary

### Including Cherry Blossom Preschool

# Accessibility Plan

| Policy Schedule | |
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| Summer 2019 | Policy written in line with guidance from the Equality Act 2010 |
| July 2019 | Approved by governors |
| September 2022 | Updated and reviewed |
| March 2023 | Reviewed with Adele Partridge |
| November 2024 | Reviewed with governors |
| November 2026 | Reviewed and updated – for governor approval |

Commented [C1]: Please add the date the governors approve this version.

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## Section 1 Introduction

**Values, Vision and Purpose**

Cherry Tree School's commitment to equal opportunities is driven by the National Curriculum Inclusion statement.
The school:
- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Cherry Tree School aims to identify and remove barriers to disabled pupils in every area of school life.

Cherry Tree School makes all children feel welcome irrespective of race, colour, creed or disability.

The purpose of our school's Accessibility Plan is to show how we are meeting the duty to promote disability equality and accessibility for disabled pupils, staff and parents.

**Consultation**
Articles 12 and 13 UN Convention of the Rights of the Child:

*Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them.*

At Cherry Tree Primary School, we fully acknowledge and respect this principle. As a result, the following plan has been written following consultation with pupils, staff and governors and takes into account their views and aspirations. Furthermore, we liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

**Our legal duties**
Under the Equality Act 2010, the school must not discriminate against, harass or victimise disabled pupils, and must make reasonable adjustments, including providing auxiliary aids and services, so that disabled pupils are not put at a substantial disadvantage compared with their peers.

Schedule 10 of the Act requires us to have an accessibility plan, covering a three-year period, which sets out how we will over time:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of the school so that disabled pupils can take better advantage of the education, benefits, facilities and services provided; and
- improve the delivery of information to disabled pupils that is provided in writing for pupils who are not disabled.

As a public body, the school also meets the Public Sector Equality Duty. This means we have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity between disabled people and those who are not disabled; and
- foster good relations between disabled people and those who are not disabled.

**Disabled staff and job applicants**
We make reasonable adjustments for disabled job applicants during recruitment, and for disabled staff throughout their employment, so that they can apply for, carry out and progress in their roles. We value the benefits of a diverse workforce.

**How we monitor and set our priorities**
We monitor the participation and achievement of disabled pupils across the life of the school, including the curriculum, extra-curricular activities, school trips and positions of responsibility, and we take account of factors that can affect participation, such as medication, bullying and access.

The priorities in the action plan (Section 5) are set using this information together with the views of disabled pupils, their parents and staff. When we review or write school policies, we consider their impact on disabled pupils, staff and parents. The plan is reviewed annually by the Full Governing Body.

## Section 2 Accessibility at Cherry Tree School

Cherry Tree School's governors and staff will have regard to the Equality Act 2010 and its implications for the school. The school will also follow the guidance issued in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Cherry Tree School will ensure that all staff and governors are aware of the implications of the Equality Act and, through training and development opportunities, embed the good practice across all aspects of school life.

Over time Cherry Tree School has tried hard to achieve its vision and a number of the successful outcomes are listed below:

- A children's accessible toilet has been created with a rise and fall changing bed
- All classrooms and the preschool allow full access for all wheelchair users
- Ramped access was installed to one of the external hall doors
- A hoist has been purchased
- Ramps were fitted to the main entrance door, all playground porch doors and the foundation stage classroom door to enable wheelchair access to the school

- The inner entrance security door was widened to enable wheelchair access
- Disabled parking space clearly labelled in school car park
- Our running track has wheelchair access

At Cherry Tree School we try to ensure that every child has the best opportunity to achieve. We make 'reasonable adjustments' to our practices and policies to meet the requirements of the Equality Act 2010. We do recognise that there is always room to improve and the Action Plan shows our wish to continue to develop our practice.

On 'access to the curriculum,' we have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments. Lesson observations include aspects of inclusion in teaching and learning.
Scheme of Work revisions include measures to ensure that all pupils including those with disabilities can access the curriculum. This is a rolling programme of improvements which is leading to holistic embedding of the principles.

We will use our information systems to monitor our progress as a school and the progress of disabled children within the school to ensure that we are helping all children achieve.

## Section 3 Involvement

We have a number of pupils with identified medical needs, where appropriate these children have an Individual Healthcare Plan (IHP) in place. Each IHP is reviewed at least annually.
All children who have an EHC plan receive an annual review. All professionals who are involved with the child's care as well as parents and school staff (SENDCO, class teacher, TA, Head Teacher) are invited to the annual review where targets for the next 12 months are agreed.

OTs, physiotherapists, speech and language therapists are regular visitors to the school to work with individual children.

Members of the school staff attend CPD opportunities to extend their knowledge, skills and understanding.

## Section 4 Management, Coordination and Implementation

The school SENDCO in consultation with the Head Teacher and class teachers is responsible for monitoring pupils with special needs.

An SEND Governor is appointed to monitor the SEND policy and inclusion in consultation with the SENDCO and Head Teacher.

The Full Governing Body is responsible for the Action Plan in consultation with the Head Teacher and SEND Governor.

**Section 5**

CHERRY TREE PRIMARY SCHOOL: Action Plan 2024–2027

**Strand 1:** ***Continue to maintain a focus on enabling disabled pupils to fully participate in the school curriculum- review annually***

| Task | Actions | Team(s) Responsible | Timescale | Monitoring | Outcomes |
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| A planned approach to increasing access to different areas of the curriculum over the time of the plan.<br><br>A phased review of policies to line up with the school development plan, build on existing work | • Ensure access to the curriculum and meet needs of all children as individuals<br>• Ensure all school trips are accessible to all children with alternatives planned as necessary<br>• Review SEND, Admission, Inclusion and Equality Policies | Full Governing Body<br>Head teacher,<br>Subject leaders,<br>External specialists | Ongoing, within school development planning process and school curriculum monitoring | Staff meetings,<br>Reports to the Full Governing Body | 1) All pupils are given the opportunity to participate in the full curriculum offered by the school including out of school activities. |
| Consider whether teaching and learning can be improved to increase access | • Review the need for visual aids, computer software and audio and visual equipment within the constraints of the school budget.<br>• Review the need for specialist equipment e.g. tablet, adapted keyboard and mouse<br>• Ensure resources are provided to pupils with impairments to facilitate their full access to the curriculum.<br>• Appropriate CPD opportunities for staff | Governors,<br>Head Teacher,<br>SLT,<br>Subject leaders<br>Class teachers | On-going within school development planning process and school curriculum monitoring | Monitor curriculum delivery of lessons<br><br>Cost and release of teachers to observe lessons on a rolling programme basis.<br><br>Reports to Governors | Review of equipment takes place.<br><br>Training provided when needs arise.<br><br>Staff more fully able to meet the requirements of pupil need<br><br>Well planned lessons and differentiated tasks and targets take place |



**Commented [C2]:** Accessibility plans run in fixed three-year periods, and the current one is 2024–2027, so I've relabelled the action plan to match (it was 2022-2024). A full rewrite will be due for 2027–2030.

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| | • Ensure teaching strategies are differentiated sufficiently to allow full access by all pupils.<br>• Reasonable adjustments made for physical activity<br>• Where required, SEND Plans are in place with 3 or 4 SMART targets<br>• Our SEND Plans set out the additional provision which will be made such as different learning materials, specialist equipment and extra adult support. | | | | SEND Plans are reviewed three times a year and are made known to the children |
| The roles of different staff<br>Managers<br>SENDCO<br>TAs | • Roles and responsibilities of Staff are clearly identified and are known. | Head teacher | Ongoing | Head Teacher action | Roles and responsibilities clearly identified in school development plan and job descriptions |

Cherry Tree Primary School: Action Plan 2024–2027

**Strand 2:** ***Improving the physical environment***

| Task | Actions | Team(s) Responsible | Timescale | Monitoring | Outcomes |
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| Consider the whole school grounds and other provision used by the school | • Ensure disabled parking space is clearly marked and remind parents in newsletters that the space is for blue badge holders<br>• Check ramps and rails regularly<br>• Ensure playgrounds remain flat – no 'lip edges' where they come into contact with paths<br>• Brightly coloured markings on the playground regularly repainted | Head Teacher<br>Full Governing Body | Ongoing within planned maintenance and replacement programme | Head Teacher | School grounds are accessible to all |
| Consider the indoor environment to ensure it is fully accessible for all | • Ensure coat pegs are accessible i.e. no obstructions and correct height for wheelchair users<br>• Review fire exit protocols annually for those with impairments<br>• Complete Personal Emergency Evacuation Plans (PEEPs) for those with limited mobility | Head Teacher<br>SENDCO<br>Full Governing Body | Ongoing - check all maintenance work fulfils need | Head Teacher | Indoor environment is accessible to all; PEEPs are in place for pupils with limited mobility and fire exit protocols are reviewed each year |

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| Endeavour to make classrooms ASD and dyslexia friendly | • Change whiteboard background from white where needed<br>• Visual timetables used to support identified children<br>• Use of visual images to aid learning<br>• Tinted paper and exercise books provided for identified children<br>• Resources copied onto tinted paper including homework<br>• Overlays used to support identified children<br>• CPD for staff on how to provide an inclusive classroom | Head Teacher<br>SENDCO<br>All class teachers<br>Full Governing Body | Ongoing to meet the needs of identified children | Staff meetings<br>Lesson observations | Adjustments support the teaching and learning environment for identified children |

Cherry Tree Primary School: Action Plan 2024–2027

**Strand 3:** ***Improving the delivery of information to disabled pupils that is provided in writing for pupils who are not disabled***

| Task | Actions | Team(s) Responsible | Timescale | Monitoring | Outcomes |
|---|---|---|---|---|---|
| Typical info to consider<br>• homework<br>• time-tables<br>• worksheets<br>• teacher marking and feedback<br>• notices<br>• tests | • Ensure clear communication (written and spoken) is provided to meet the needs of pupils, visitors who have visual or audio impairment, reading difficulties or whose first language is not English<br>• All letters sent electronically to all parents/carers<br>• Open door policy - all parents/carers are welcome in school before (appointment) or at the end of the school day | Governors<br>Head Teacher<br>Teaching Staff | Ongoing | Head Teacher<br>SLT<br><br>Parent questionnaires | All sections of the parents and pupils are not disadvantaged |

Cherry Tree Primary School: Action Plan 2024–2027

**Strand 4:** ***Public Sector Equality Duty – whole school actions***

| Task | Actions | Team(s) Responsible | Timescale | Monitoring | Outcomes |
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| Staff | • CPD opportunities<br>• Training when needed to support children with the use of an epipen<br>• Training provided to support children with type 1 diabetes<br>• Training in delivering S and L programmes and motor skills programmes | SLT<br>Head Teacher | Ongoing | CPD reviews | Training provided |
| Review of whole school policies<br>e.g. behaviour<br>School trips | • The majority of policies are reviewed on a 3 year cycle – SEND policy is reviewed annually<br>• Accessibility plan updated annually<br>• Pupil and staff questionnaires – annually<br>• Participation in the Ability days organised by Live Wire<br>• Involvement of school council in decision making<br>• Work towards further reduction of barriers to learning by raising awareness of disability across whole school e.g. | SLT, SENDCO, Head Teacher, Teachers | Ongoing | Agenda item in staff meeting<br>Reviewed policies presented to the Full Governing Body<br><br>SENDCO to monitor<br><br>Involvement of school council and whole class in discussions. | Reviews take place<br><br>Takes place<br><br>Actioned<br><br>Discussions take place |

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| | positive language and terminology | | | | |
| Data collection, monitoring, evaluation, implementation, | • Parent and pupil questionnaires to enquire how the school can provide further help for children with special needs, physical, visual or hearing impairments.<br>• Ask the school council for views on how pupils with disabilities should be supported. | Head Teacher, SLT, | ongoing | Agenda item in staff meetings | Views of pupils and parents inform the annual review of this plan |

## Appendix

**Definition of Disability, taken from the Equality Act 2010**

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.