



BERLESDUNA
ACADEMY TRUST

Cherry Tree Primary School and Nursery

(A member of the Berlesduna Academy Trust.)

Caring, Thriving, Preparing, Succeeding



Accessibility Plan

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| Plan created | Autumn 2014 for the period 2014-2017 |
| Reviewed | Autumn 2017 for the period 2017 - 2020 |
| Reviewed | Autumn 2020 for the period 2020 - 2023 |
| Reviewed | Spring 2024 for the period 2023 - 2026 |
| To be reviewed | Autumn 2026 |
| Signed | |
| Chair of Governors | Mrs. S. West |

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Cherry Tree Primary School is an inclusive school which endeavours to provide for all its pupils. The school works successfully with multi-disciplinary professional teams to deliver the right education for all pupils.

We are committed to providing a happy, secure environment where everyone thrives and is valued regardless of their physical, sensory, cultural and other needs.

We work in partnership with our families in supporting our children achieve their potential. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Targets | Current good practice <i>Include established practice and practice under development</i> | Timescale | Staff responsible | Success criteria |
|--|---|--|---|--|
| <p>Increase access to the curriculum for pupils with a disability</p> | <p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources adapted to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>Ongoing for improvements with embedded practice being monitored for ways to improve it.</p> | <p>Class Teachers Assessment Leader AHT-Inclusion</p> | <p>Review of individual data for key children reflects improvements.</p> |
| <p>Out of school activities are planned to include participation of a range of pupils.</p> | <p>Review out of school provision to ensure compliance with legislation.</p> <p>Seek providers who have safely adapted activities for disabilities where possible.</p> <p>Sites and activities are checked for</p> | <p>Ongoing; as and when trips, events are being planned.</p> | | |

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| | suitability and risk assessed. | | | |
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as far as possible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor/Door widths • Signage and yellow strip marking • Disabled parking bays • Accessible toilet and changing facilities with ceiling hoist • Access to lunch tables in the dinner hall for wheelchair users • Classrooms and work areas kept tidy and free from unnecessary furniture <p>Consider colour schemes within the school when refurbishing/decorating to benefit all pupils including those with visual impairments, ASD etc.</p> | <p>Ongoing for improvements.</p> <p>As and when works are undertaken to the physical environment consideration to be given to access.</p> <p>Contrast between doors and door surrounds.</p> <p>Neutral, softer colour palette for walls and ceilings. Over-stimulation is minimized.</p> | <p>Estate Manager</p> <p>Site Manager</p> <p>Business Manager</p> <p>AHT – Inclusion Leader</p> | |
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources | <p>Ongoing CPD to ensure staff are familiar with the various resources available to support children and how best to use them.</p> | <p>AHT-Inclusion Leader</p> | |

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| | <ul style="list-style-type: none"> • Makaton, PECS • Pictorial or symbolic representations (Widgit, Objects of Reference) <p>Teaching and learning methods and environment support pupils with physical needs:</p> <ul style="list-style-type: none"> • Adapted seating, weighted blankets, cushions, fidget manipulatives | <p>Autism Training – Spring 2024</p> <p>Support to staff re distribution of resources.</p> | | |
| <p>Improve identification of and provision for pupils with specific learning difficulties.</p> | <p>Training for AHT-Inclusion Leader and other staff in the identification of tools and possible resources.</p> <p>This training cascaded to other staff.</p> <p>Resources purchased, if necessary, to support key pupils and incorporated in quality first teaching.</p> <p>Early assessment through Language Link etc. for SALT needs.</p> | <p>Review of our curriculum schemes to ensure suitability and access.</p> <p>Reminders about communication friendly classrooms.</p> | | |
| <p>Improving delivery of information</p> | <p>Availability of information materials in different formats e.g. written, large print, on-line, colour, black and white, recorded.</p> <p>Review documentation and adapt as and when possible to make access easier.</p> | | | |
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents (this is not an exhaustive list of policies):

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|---|--|--------------------|-----------------------------|
| Number of storeys | one | | | |
| Corridor access | Wide enough for a wheelchair | | | |
| Lifts | none | | | |
| Parking bays | Disabled parking space available in the school car park | | | |
| Entrances | Main entrance is easily accessible. | Parents/carers are provided with an entrance fob if necessary should they need daily access to the car park. | Business Manager | |
| Ramps | | | | |
| Toilets | Accessible toilet available | | | |
| Reception area | The reception area is wheelchair accessible | | | |

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| Internal signage | Fire Exits | | Site manager | |
| Emergency escape routes | Fire Exits Audible and Visual Alarms | The school regularly holds fire drills to ensure all pupils and staff are familiar with procedures. The school also rehearses 'lock down' drills. | Senior Leadership team Site Manager (for testing alarms/signage in place) | |