



Cherry Tree Primary School

Accessibility Plan

March 16

The Aim of this plan: to ensure that our school is completely inclusive, for all and that every child, regardless of ability or need is able to fully access the learning opportunities provided and reach their full potential.

Objectives: Cherry Tree Primary 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.

Our school's mission statement is:

At Cherry Tree Primary School, children and adults work together so that everyone is inspired to learn, grow and achieve their potential in a happy, safe and caring community.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality 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 and sexual orientation".

Definition of disability: a person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Policies that need to be read in conjunction with this plan:

S.E.N

Inclusion

Equalities plan

Equal opportunities

Target	Strategies/actions	Outcome	Time Frame	Success criteria
To ensure that accessibility/ inclusion is understood by all staff and that it underpins all we do	<ol style="list-style-type: none"> 1. Share the S.E.N policy and SEN information report with staff. 2. Share the equalities plan with staff 3. Ensure all pupils have access to Quality First Teaching. LMT to monitor differentiation and provision for pupils. 4. To ensure disabled parking spaces remain free for those who require them. 	All members of school staff are aware and understand accessibility and inclusion	These policies reviewed annually	<p>Policies and plans ratified by the Governing Body</p> <p>Accessibility and inclusion issues improved throughout the school</p>
Increase opportunities for pupils to have a say in what happens in our school through pupil voice	<ol style="list-style-type: none"> 1. Pupil voice is heard in line with the monitoring and evaluation schedule. 2. P.E subject leader to interview the children who don't currently take part in extra-curricular physical activity to ask them what they would like. Use sports premium funding to set this up for them and to increase participation. 3. Continue to develop the School Council and Eco - Council 4. Conduct a pupil questionnaire for pupils twice a year. 	Children are given opportunities to express their views and these are listened to and taken into account	On-going	<p>The curriculum that we design will reflect the needs and interests of the children.</p> <p>There will be a greater uptake of extra-curricular physical activities and those children who haven't previously taken part will now do so.</p> <p>Various fund-raising activities will be led by the school council and they will take actions to improve the school in response to the children's views and ideas.</p> <p>Eco-Council working towards accreditation</p>

<p>To continue to seek the views of parents and carers and use these to improve outcomes for children</p>	<ol style="list-style-type: none"> 1. For the SENCO to issue parental questionnaires to SEN parents in summer term 2. General parent questionnaires to be conducted annually in October 3. SENCO meeting with parents and class teachers at least three times a year. 4. Parents are consulted about SEN information report 5. Parents to be consulted about changing the school reports 6. Comments and suggestions box set up in foyer 7. Continue to invite parents in for assemblies and other events. H.T to speak with them and ask them what they think. 	<p>All parents are consulted over school issues</p>	<p>Summer term each year</p> <p>October each year</p>	<p>Parents feel valued and views listened to.</p> <p>Positive changes and adaptations to what we offer our families are made in response to their needs.</p>
<p>Ensure that all children have access to the resources they need in order to access the learning and make good progress.</p>	<ol style="list-style-type: none"> 1. Subject leaders to audit resources 2. SENCo to continue to liaise with outside agencies in terms of resources needed for children with SEND 3. Continue to use pupil progress meetings to identify groups of children and individuals that need extra support and interventions. 4. Ensure hearing and visual environment in classroom is monitored to support hearing impaired and visually impaired. 	<p>All children in school able to access all areas of school and the curriculum.</p> <p>To use ICT to support learning</p>	<p>Every term and linked closely to budget</p> <p>October, December, February and June of each year.</p>	<p>All children make good progress</p>

	<ol style="list-style-type: none"> 5. Continue to map out these interventions and track the impact of them on the provision map which is reviewed four times a year. 6. Use DHT to support Year 1 phonics 7. Consider purchasing Numicon resources and staff to attend training 	<p>where appropriate. Seek advice from HI and VI advisory team.</p>	<p>As above.</p> <p>September of each year, depending on budget and then on-going monitoring.</p>	
To review all school policies to incorporate inclusive practice	<ol style="list-style-type: none"> 1. S.L.T/subject leaders to amend school policies 	Inclusive practice and accessibility embedded in our provision	Rolling cycle	All school policies meet the needs of all children
To continue to meet the social and emotional needs of our children	<ol style="list-style-type: none"> 1. To use the Hub as appropriate 2. Focus on positives e.g. positive books that go home to parents 3. Reward charts 4. Use of calm down 5. Set up e-cafs when necessary 6. Refer individuals to Chessbrook R and R 7. Use of school counsellor 	All children feel included and have strategies to make and maintain friendships	On-going	Children happy, good self-esteem and making good progress.
To ensure classroom set up effectively for all children and	<ol style="list-style-type: none"> 1. Staff aware of noise level i.e computer/projector/heaters and position children with SEND away from them 	All children able to access the lesson, whiteboards and	On-going	All staff aware and using recommended strategies Staff have increased knowledge

<p>SENCo to be responsible for monitoring this</p>	<ol style="list-style-type: none"> 2. Continue to provide children with visual timetables and 'now and next' boards if they need them 3. Continue to provide work stations as needed 4. Scaffold learning e.g. use of visuals, word banks, writing frames etc. 	<p>displays visible to all children all children able to communicate effectively teachers more confident in meeting needs of all children</p>		<p>and confidence to meet needs of all children in class</p> <p>All children making good progress.</p>
<p>Promote and reflect the diversity of our children and their families</p>	<ol style="list-style-type: none"> 1. School to add welcome signs in other languages 2. Seek parents who are willing to come in to school for assemblies and sessions with the children about their faith 3. Assembly plans to reflect different faiths 4. Promote British values 5. To ensure availability of written materials in alternative formats when specifically requested 6. Ensure documentation is accessible for parents e.g. not using educational jargon. 	<p>Diversity reflected much more in the school</p>	<p>On-going.</p>	<p>Every child and every family feels acknowledged and reflected in our provision.</p> <p>A greater understanding of diversity.</p>