

Accessibility Plan

2024-2027



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Purpose

This Accessibility Plan is designed to ensure that Cherry Tree Academy complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the school took account of the school's public sector equality duty set out in the Equality Act 2010 and consulted with staff, parents and pupils.

This plan is made available on our school website and is also available in large print or other accessible formats if required.

Duties on the School

- Not to discriminate against pupils and adults with a disability for a reason related to their disability.
- To make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).
- The Accessibility Plan needs to be reviewed by the school every three years and it must be published in an easily accessible location such as the school's website.

Reasonable Adjustment Duty

The school is committed to making reasonable adjustments* to allow pupils and adults with disabilities to access the educational provision and related services at the school.

We plan, over time, to increase progressively the accessibility of the school to pupils with disabilities (the planning duty).

Planning Duty

- There are three strands to the planning duty:
- increasing physical access
- increasing access to the curriculum
- increasing access to written information.

Increasing Physical Access

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

*The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of pupils with a disability.

Increasing Access to the Curriculum

Increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

Increasing Access to Written Information

Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters; for example, in Braille, audio tape or large print formats, and the provision of information orally.

Communication with Parents

In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information to the school before and after the pupil has started at the school.

Accessibility Audit

Appendix 1 is an accessibility audit relating to the above three planning duty areas which we have completed prior to completing the Accessibility Plan.

Accessibility Plans

Appendix 2 is an action plan relating to the above three planning duty areas which has been created as a result of the audit. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we have:

- identified current good practice within school
- created an outcome (short, medium or long term)
- outlined any actions required
- identified who is responsible for the action, and the deadline for this
- stated the success criteria

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Complaints Policy.

Review

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary.

The Head of SEND and Inclusion will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every two years.

Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Education Needs (SEN) Information Report
- Disability Policy
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy

Appendix 1: Accessibility Audit

Questions to Ask	Issues Identified	Barrier to Access?	What sort of Issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the Accessibility Plan?
1. Culture and Ethos – Policies and Practices				
1.1 Is everyone made to feel welcome, including those with physical disabilities or sensory impairments?		No		No
1.2 Are there high expectations of all pupils and staff?		No		No
1.3 Do staff, Local Governors and pupils share a philosophy of inclusion?		No		No
1.4 Are pupils equally valued?		No		No
1.5 Do staff seek to remove all barriers to learning and participation?	Further training needed for some staff around adaptive teaching strategies.	Yes	Training around adaptive teaching and learning strategies.	Yes
1.6 Are lessons made accessible to all students?	Further training needed for some staff around meeting the needs of all learners.	Yes	Training around adaptive teaching and learning strategies focusing on the lowest 20% and SEND pupils.	Yes
1.7 Do you make the best use of teaching assistants (LSAs, HLTAs)?		No		No

Questions to Ask	Issues Identified	Barrier to Access?	What sort of Issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the Accessibility Plan?
2. Staff Training				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Not all staff are fully aware and up-to-date with assistive technology that is available.	Yes	Specific training for staff around assistive technology. Continue to develop closer link with the Visual Impairment VI) team, implementing their recommendations.	Yes
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with a disability?	Training is ongoing as needed. E.g. manual handling training for staff requiring this.	No		No
2.3 Are your staff aware of how classrooms should be optimally organised for pupils with a disability?	Some classrooms are more user friendly than others. (Autism awareness, ADHD friendly classrooms)	No		No
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of pupil needs and abilities?	Training is ongoing.	Yes	Bespoke training, for staff, around diverse needs of pupils such as more able, SEND and those who are working below ARE.	Yes
3. Provision of Written Information				

Questions to Ask	Issues Identified	Barrier to Access?	What sort of Issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the Accessibility Plan?
3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?	Full audit of accessibility for any stakeholders that may visit CTA.	Yes	DSL/HT to conduct an audit of the provision.	Yes
3.2 Do you provide access to computer technology appropriate for pupils and adults with disabilities?		No		No
3.3 Do you provide access to internet resources appropriate for pupils and adults with disabilities?		No		No
3.4 Do you ensure that information is presented to groups in a way which is user-friendly for pupils and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams?		No		No
3.5 Do you have the facilities to produce written information in a variety of font sizes?		No		No

Questions to Ask	Issues Identified	Barrier to Access?	What sort of Issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the Accessibility Plan?
3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from www.rnib.org.uk)		No		No
4. The Physical Environment <i>Consider all the areas to which pupils should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.</i>				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils and adults who use wheelchairs?	Access to the outside classroom is via a step.	Yes	Physical environment.	Yes
4.2 Are toilet facilities and showers (where applicable) accessible to wheelchair users?		No		No
4.3 Are there safe pathways of travel around the school site and parking arrangements?		No		No
4.4 Is there any decor which may be confusing or disorientating for pupils and adults with a disability with a visual impairment,		No		No

Questions to Ask	Issues Identified	Barrier to Access?	What sort of Issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the Accessibility Plan?
for example floors and walls which are the same colour?				
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?	Fire exit signs are displayed at high level in some places. Room door sign height? Signing in system in the entrance is too high for wheelchair users to access.	Yes	Physical environment	Yes
4.6 Is there accessible storage to enable pupils and adults with a disability to access aids and equipment?		No		No
4.7 Are there arrangements which might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment?		No		No
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing		Yes	Physical environment	Yes

Questions to Ask	Issues Identified	Barrier to Access?	What sort of Issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the Accessibility Plan?
materials, tactile buttons where these are needed etc?				
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?		No		No

Appendix 2: Accessibility Plan Template

[Template to be amended and completed by the school. The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice - you will need to adapt it to suit your school's context]. There should be more than one objective under each aim.

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

Access to the Curriculum

Aims	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be Taken	Person Responsible	Date to Complete Actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	- Our school offers a differentiated curriculum for all pupils. - We use resources that are adapted to support the needs of children including those with a disability. - We work closely with outside agencies to provide more specialist curriculum support for pupils who require it.	Fully embed the No Outsiders curriculum across school.	Monitor implementation of No Outsiders Lessons. Embed the No Outsiders curriculum into other curriculum areas.	SC/BB SC/BB	Dec 2025 July 2026	No Outsiders curriculum is taught as per plans and evidence in captured in class floor books. No Outsiders themes are evident in wider planning and curriculum delivery. Children can talk about No

	- Curriculum progress is tracked for all pupils, including those with a disability. - Progress for all children is monitored closely including through regular pupil progress meetings. - Curriculum visits are planned to be inclusive for all children. - We have ELSA training support staff and Nurture provision is in place for children requiring extra support.	Further enhance teachers' skills in adapting quality first teaching to ensure all learners are fully included in all aspects of lessons. Further development of the curriculum and environment to meet the needs of pupils who require an alternative form of learning to the mainstream class.	Engage with parents in developing the No Outsiders curriculum.	SC/BB	March 2025	Outsiders as evidenced through pupil voice. All parents have had the opportunity to attend No Outsiders information parent sessions. Parent No Outsiders leaflets created.
			Continue with CTA way of teaching and learning staff training.	KK/SC	December 2025	All new staff are trained in CTA way. Monitoring in books, planning and lesson drop-ins show consistency in teaching approaches.
			SLT to monitor and track the provision available.	KK/SC/AD	July 2026	Provision for all pupils matches My Plans, behaviour plans

		Develop a more robust assessment system for tracking the small steps of progress made by some pupils with disabilities and / or additional needs. Improve wider opportunities for children with disabilities to access the curriculum. Improve the IT offer including assistive technology.	Further develop the calm room spaces to meet the needs of children in different stages of distress. Explore alternative curriculum ideas including looking at wider opportunities within the community.	KK AD/SC/KK	September 2025 July 2027	and other individual plans. Interventions are planned and monitored. Calm room spaces within school are fit for purpose including Learning Mentor room, calm room, sensory break-out room and intervention pods. Plan in place for increasing community curriculum links.
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			Research potential tracking systems.	KK	Dec 2026	Tracking systems explored and agreed by SLT.
			Trial and implement the chosen tracking system.	KK	Dec 2027	Set up tracking system for small steps of progress.
			Purchase large font texts to be part of the library collection.	KK	July 2027	Large font texts form part of the library collection.
			Purchase audio stories and player for the library area.	KK	July 2025	Audio player and selection of books purchased for use in library area.

Access to the Physical Environment

Aims	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be Taken	Person Responsible	Date to Complete Actions by	Success Criteria
Improve and maintain access to the physical environment	- There is a designated disabled parking bay in the staff carpark. - Access to the school building is via flat pavements which are suitable for wheelchair access. - There is a fully equipped disabled toilet including changing facilities. - The library area situated in the centre of school is fully accessible for all users including those with a disability. - Shelving is at a wheelchair-accessible height. - Access throughout school is one-level	Ensure the steps on entry to school and the steps giving access to the playground are taped to improve visibility for users with visual difficulties. Consider adding a ramp to the outside classroom area to allow access for wheelchair users. Consider renovation of the main entrance doors to include automatic door opening into the foyer area.	Consult with Estates Consult with Estates Consult with Estates	AD/RD AD/RD AD/RD	July 2026 July 2027 July 2027	Steps are taped and clearly visible to support users with visual impairments. Access is improved to outside classroom. Access is improved to main school.

	and corridor widths are suitable for wheelchair access. • The playground areas are accessible via a ramp. • There is a sensory area / low stimulus area in school to support those children requiring this. • There are calm areas set up within school and classrooms to support regulation.	Consider lowering the signing in facilities in the main entrance to ensure they are accessible to wheelchair users. Renovate the emergency exits to ensure signage includes Braille. Develop playground equipment and play opportunities to include more structured activities to support pupils with vulnerabilities.	Consult with Estates Consult with Estates SLT to evaluate current provision.	AD/RD AD/RD AD/SC/KK/LS	July 2027 July 2027 September 2025	Improved facilities for wheelchair users ensuring they can access with signing in system independently. Improved safety for visually impaired users. Playground equipment is in place for all key stages. Timetabling for break and lunchtimes includes adult supported activities. This is monitored by SLT.
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Access to Written Information

Aims	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be Taken	Person Responsible	Date to Complete Actions by	Success Criteria
Improve the delivery of information to pupils with a disability	- Communication in Print is used throughout school to present information to those children requiring visual support. - Enlarged materials are made available to support pupils with visual difficulties. - There is clear internal signage throughout school. - School use a range of communication methods to communicate with parents including through Class Dojo, My Child at school App, the school website, classroom notice boards, verbal	Improve communication to parents / carers.	Send a questionnaire to find out which methods of communication parents prefer and to determine who requires alternative methods of communication. Research systems to allow translation options for parents who require this.	SC SC	July 2026 July 2027	School are fully aware of preferred communication methods and which parents require additional support. School are fully aware of who requires translation and where to source as needed.

	communication and phone calls.					
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Document Detail			
Document Name:		Accessibility Plan (Template)	
Version:		1	
Chief Officer Signature:		D Dickinson, CEO	
Effective From:		September 2024	
Approved by:		Executive Leadership Team	
Next Review Date:		September 2027, or sooner if changes are required	
Version Control			
Version	Date	Author	Change/Reference
1	Sept 2024	L Thresh	New Policy
2	January 2025	A Dawson	Updated policy
3	September 2025	K King	Reviewed and updated policy
4	September 2026	K King	Reviewed and updated policy