



Cherry Tree Academy - School Accessibility Plan

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 (EA).

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by Cherry Tree Academy.

Definition (Equality Act 2010)

“A person has a disability 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 carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. ‘Substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The EA2010 definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes, or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

The Accessibility Plan will be reported upon annually at a Full Meeting of the School Governing Body in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.

This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives (included in the Single Equalities Scheme), and will similarly



be published on the school website.

We are committed to providing an environment that enables full access to the curriculum, facilities and information 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 reinforcing our culture of inclusion, support and awareness within the school.

Cherry Tree Academy's Accessibility Plan shows how access is to be reviewed and improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It also covers the provision for specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame.

The Accessibility Plan will contain relevant and timely actions to enable all stakeholders to access: the curriculum, the physical environment, and information:

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents, carers	a) to create access plans for individual disabled children as part of the IEP process.	As required	SENCO / classteacher	IEPs are in place for disabled pupils, and all staff are aware of pupils' needs.
	b) to ensure staff and governors can access areas of school used meetings	Complete	Headteacher	All staff & governors are confident that their needs are met
Ensure the school staff & governors are aware of access issues	c) Annual reminder to parents/ carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing process	Headteacher	Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school .
	d) circulate information to relevant staff on Access to Work scheme	Ongoing	Headteacher/H&S committee	Access to Work Information in Staff Handbook and on staffroom notice board.
	e) Staff to share SENCO information with volunteers and support staff	Information to be in place as soon as	SENCO	Volunteers are aware of needs of SEN children at all

	to ensure continuity of care for the children	required.		times
Ensure everyone has access to reception area	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) Provide a bell on the counter so that wheelchair users can get the attention of staff in the office.</p>	<p>Daily check to ensure the area in clear of obstructions</p> <p>To be in place by the end of Spring term 2015</p>	<p>Premises Manager</p> <p>H&S Committee</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>In the main wheelchair users aren't waiting because staff sitting in the office can hear the entrance doors open, however on occasion the office staff may not be there to hear this so bell provision is required</p>
Maintain safe access for visually impaired people	Check exterior lighting is working on a regular basis	In place	Premises Manager	Visually impaired people feel safe in school grounds. All lights working
Ensure all disabled people can be safely evacuated	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in</p> <p>c) Ensure disabled staff/visitors are able to be evacuated quickly. Appoint a 'buddy(s)' who is responsible for accompanying/supporting disabled people/visitors in the event of an evacuation.</p>	Individual plan to be completed when a disabled child starts the school	<p>SENCO</p> <p>Headteacher to remind staff</p> <p>Headteacher/H & S committee to appoint buddy(s)</p>	<p>All disabled pupils and staff working with them are safe in the event of evacuation.</p> <p>There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily</p> <p>To ensure all staff know who the buddy(s) are and their responsibility to</p>

				inform them of disabled visitors to site
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from relevant LA experts on appropriate equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff	All disabled personnel and pupils have safe independent exits from school

Access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of IAPs for disabled children when appropriate. Share information with all agencies involved with each child	In place	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	Ed Visits Co-ordinator / SENCO	All pupils are able to access all school trips and take part in a range of activities



PE curriculum is designed to be accessible to all pupils.	SENCO and PE Co-ordinator liaise on the needs of all relevant children, based on their individual IEP's	In place	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Children's T.A./usual support will be there all the time
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	In place	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with people running clubs after school. Support would have to be available - especially after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.
All rooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes.	Lessons start on time without the need to accommodate the needs of individual pupils. Pupils have ready access to a range of resources to support their learning and increase access to the curriculum	Ongoing	Purchase of any necessary equipment or auxiliary aids to support learning --- school budget



Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages. Professional translators hired as required.	Annually In place	SENCO / Headteacher SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included.

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