



Cherry Tree Academy



School Accessibility Plan

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. The Academy Standards Committee are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

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. In the Disability Discrimination Act, ‘substantial’ means ‘more than minor or trivial’. “Long-term’ means has lasted or is likely to last more than 12 months.

The 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. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. 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.

Cherry Tree Academy is committed to providing an environment that enables full curriculum access, which values and includes all students, 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.

Our Accessibility Plan shows how access to our school is to be improved for students, staff and visitors, with disabilities, in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

1. improve access to the curriculum for students with a disability.
2. improve access to the physical environment of the school.
3. improve the delivery of written information to students, staff, parents and visitors with disabilities.

Improving Access to the Curriculum

We aim to increase access to the curriculum for students with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a school fails to

do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

Our Current Position

We believe that we have made good progress in the following areas:

- Providing appropriate intervention for pupils identified as having additional needs e.g. one to one or small group pastoral support for pupils with social, emotional and mental health needs (SEMH). We also utilise our Learning Mentor for support/resources they can provide.
- Developing quality first teaching across the school - Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; ‘mind-friendly’ learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.
- Using Wakefield Progression Steps, where appropriate, to measure the progress and achievement of specific students and set attainable targets with high expectations.
- Ensuring that school visits and trips are accessible for all students – providing one-to-one support for children with specific diagnosis.
- Providing electronic equipment for children who need regular access to support their learning and recording skills.

Priorities for 2021 – 2024

Target	Strategy	Lead	Timescale	Success Criteria
Audit of pupil needs and staff CPD to be planned.	Review the specific need for pupils living with a disability in terms of daily living skills and relationships.	SLT All Staff	Ongoing	Teachers are aware of relevant issues and can ensure all pupils have equality of access to life preparation learning.
Classrooms are organised to promote the participation and independence of all pupils.	Review lay out of furniture and classroom equipment to support learning.	All Staff	Ongoing	Lesson start on time without the need to make adjustments, to accommodate the needs of individuals.
Provide specialist play equipment.	Enable disabled pupils to enjoy play which would otherwise be inaccessible to them.	SENDCO SLT	Ongoing	Disabled pupils have active, inclusive playtimes.

Appropriate use of IT equipment to benefit individual pupils and staff.	Provide specialist appropriate IT resources to meet pupil need, for example, iPad apps purchased to improve access to curriculum for pupils with reading/writing difficulties.	SLT ICT Lead	Ongoing	Increased access to the curriculum and Blended Learning opportunities.
All extracurricular activities including school trips and visits are planned to ensure the participation of all pupils.	Review extracurricular activities to ensure compliance with legislation. Provide leaders of extracurricular activities with a copy of relevant IEP information.	SLT SENDCO PE Lead	Ongoing	All extracurricular activities are accessible to disabled pupils.
Ensure support staff have specific training on disability issues.	Identify training needs at regular meetings.	Headteacher SENDCO	Ongoing	Raised confidence of support staff.

Staff training to be enquired about:

- Autism Awareness
- Dyslexia Friendly classrooms
- Working Memory
- Understanding Social Communication Difficulties in the Primary School
- Attachment Theory & Presenting Difficulties in the Classroom
- Lego Therapy
- Quick as Qwerty
- CAMHS Mental Health Training
- Positive Handling

Improving Access to the Physical Environment

We aim to improve access to the physical environment of the school, adding specialist facilities, as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Our Current Position

We believe that we have made good progress in the following areas:

- Access, with hand rails, throughout the school site, both internally and externally.
- Accessible toilet facilities available in school.
- Space for small group work and individual work for targeted learners.
- A physical environment that is safe and welcoming.
- Provision of writing slopes, pencil grips, coloured overlays, soft-touch scissors etc as appropriate.
- Physical aids purchased for classroom use – e.g. wobble cushions, fidget toys etc.
- Signage in place on car park gates and external gates to show clear entry and exit points, which are also monitored by staff members.
- Visitor and parent access to the Staff Car Park, upon authorisation by school.
- Care Plans and Personal Emergency Evacuation Plans (PEEPS) are in place for required children and staff.
- Risk Assessments, as required, for children and staff, as required, including behavioural needs.

Priorities for 2021 – 2024

Target	Strategy	Lead	Timescale	Success Criteria
To continue to monitor equipment and resources in school to accommodate pupils with physical disabilities.	Be aware if any equipment is not accessible and purchase new or modify as necessary.	SENDCO SLT	Ongoing	No pupil will be restricted or limited in access to play equipment.
To be aware of the access needs of disabled children, staff, governors, parents and carers. Ensure the school staff and governors are aware of access issues.	To create access plans for individual disabled children as part of the LP process. To ensure staff and governors can access areas of school used for meetings. Annual reminder to parents/carers through newsletter to let us know if they have problems	SENDCO / Classteachers Headteacher Headteacher	As required. Complete Ongoing	LP are in place for disabled pupils, and all staff are aware of pupils needs. All staff and governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school.

	<p>with access to areas of school.</p> <p>Circulate information to relevant staff on Access to Work Scheme.</p> <p>Staff to share SEND information with volunteers and support staff to ensure continuity of care for the children.</p>	<p>Headteacher</p> <p>SENDCO / Classteacher</p>	<p>Ongoing</p> <p>ASAP</p>	<p>Access to Work information in Staff handbook and/or on staffroom notice board.</p> <p>Volunteers/support staff are aware of SEN children at all times.</p>
Ensure everyone has access to the Reception area.	<p>Ensure that nothing is preventing wheelchair access.</p> <p>Provide a bell in the counter so the wheelchair users can get the attention of staff in the office.</p>	<p>Premises Manager</p> <p>Headteacher</p>	<p>Daily check</p> <p>ASAP</p>	<p>Disabled parent/cares/visitors feel welcome.</p> <p>Wheelchair users are not waiting.</p>
Maintain safe access for visually impaired people.	Check exterior lighting is working on a regular basis.	Premises Manager	In place	Visually impaired people feel safe in school grounds. All lights working.
Ensure all disabled people can be safely evacuated.	<p>Ensure there is Personal Emergency Evacuation Plan for all disabled pupils (PEEP)</p> <p>Ensure all staff are aware of their responsibilities.</p> <p>Ensure disabled staff/visitors are</p>	<p>SENDCO</p> <p>Headteacher to remind all staff</p> <p>Headteacher</p>	To be completed when a disabled child starts school.	<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>

	able to be evacuated quickly.			
Provide hearing loops on classrooms to support pupils with a hearing impairment.	Take advice from the LA experts on appropriate equipment if this becomes necessary.	Headteacher SENDCO	As required	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.	All Staff	Daily	All disabled personnel and pupils have safe independent exits from school.

Improving Access to Written Information

We aim to improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Our Current Position

We believe that we have made good progress in the following areas:

- Class Visual timetables are displayed throughout school, including one to one visual timetables for identified students, as required.
- Newsletters for parents are delivered by email to enable parents to enlarge the font as desired, as well as download and view on a computer screen; paper copies are available on request.
- School documentation, including policies and curriculum information are available on the school website to enable parents to enlarge the font as desired, as well as download and view on a computer screen; paper copies are available on request.
- All information from Parent Information Evenings (Phonics, Curriculum Meetings etc) is placed on the website.
- The Accessibility Plan is placed on the website.
- Coloured overlays and tinted exercise books to support children with visual stress; modified large print is also requested for statutory tests and assessments, if required.

Priorities for 2021 – 2024

Target	Strategy	Lead	Timescale	Success Criteria
Availability of written material in alternative formats, including large	The school will make itself aware of the services available for converting	Office Staff SLT SENDCO	As requested.	Improve delivery of information to disabled pupils.

text for the visually impaired, if requested.	written information into alternative formats.			
Make school newsletter or other information for parents available in alternative formats, including large text for the visually impaired, if requested.	Review current school publications and promote alternative formats.	Office Staff SLT SENDCO	As requested.	Improve delivery of school information to parents.

**Accessibility Plan Audit
2021 – 2024**

Activity to be added after each action taken.

Date	Item	Aspect	Activity	Timescale	Cost

Document Detail			
Document Name		School Accessibility Plan	
Version (versions tracked from 2022 onwards)		2	
Effective from:		February 2023	
Approved by:		Mr A Dawson	
Next Review Date:		February 2024	
Version Control			
Version	Date	Author	Change /Reference
1	December 2021	PM	Policy created
2	February 2023	PM	Change of Headteacher