

Accessibility Plan

Cherry Lane Primary School



Approved by:	Governing Body	Date: October 2021
Last reviewed on:		Date: October 2018
Next review due by:		Date: October 2024

Contents

	Page ...
Aims	2
Legislation and guidance	2
Action Plan	3
Monitoring arrangements	6
Links with other policies	6
Appendix – Accessibility audit	7

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.

Teaching and learning is at the heart of our school's work and it is through promoting excellence in teaching we aim to meet the needs of all children in an all-inclusive setting.

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.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including [pupils, parents, staff and governors of the school].

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

AIM	CURRENT PRACTICE	OBJECTIVE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	- GOOD					
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils	Reinforce responsibilities of all teachers as outlined in National Curriculum Inclusion Statement	Circulate reasonable adjustments' classroom checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need.	SMT	December 2022	No children are excluded due to disability issues.
	We use resources tailored to the needs of pupils who require support to access the curriculum	All children given access and challenge within the curriculum	Include in the lesson observations undertaken each term	SMT	Ongoing	Additional support is impacting on pupil outcomes.
	Curriculum progress is tracked for all pupils, including those with a disability	Personnel and resources are used to meet the needs of pupils who require support.	Teacher to liaise with SEND team to ensure the provision is available.	SEND/class teacher	Follows assessment and assertive mentoring	All pupils have challenging targets.
	Targets are set effectively and are appropriate for pupils with additional needs	Teachers set appropriate targets in consultation with pupils/parents.	Target setting is monitored by SD and IEP's are monitored by SEND team.	SD/AK	Ongoing	Curriculum is matched to pupil need
	The curriculum is reviewed to ensure it meets the needs of all pupils	Curriculum is reviewed each half term	SR will monitor curriculum provision and it's suitability	SR	Ongoing	The school has a clear understanding of disabled pupil

						access to the wider curriculum
	Access to the wider curriculum	Increased participation of children with disabilities	Audit current uptake. Establish if there are barriers to access, be solution focused.	AK	Oct 2021	Barriers have been identified. Governors are aware of the issues/solutions
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Disabled parking bays • Disabled toilets and changing facilities 	<p>Continue to adapt the environment to maximize the learning opportunities. This may mean making reasonable adjustments to class location and create access plans for pupils as part of the process when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate through questions and discussions find out the access needs of parents/carers through newsletter.</p> <p>Consider access needs during recruitment process</p>	<p>Review of class</p> <p>Review ways of adapting the environment</p> <p>Review evacuation plan</p>	<p>SMT</p> <p>Premises sub committee</p> <p>Welfare</p> <p>SENDCO</p> <p>Headteacher</p>	<p>End of year ready for following school year or when pupil with need is admitted to school.</p> <p>As required</p> <p>Induction and ongoing if required</p>	<p>Class location/environmental issues do not act as a barrier to access</p> <p>Minuted consideration</p> <p>Clear plan available</p> <p>Plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident that their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>

<p>Improve the delivery of information to pupils with a disability</p>	<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 for visually impaired pupils • Pictorial or symbolic representations • Letters provided in clear print and in clear English. • Footer added to all school letters/printed documentation offering alternative formats. • School office will support and help parents to access information and complete school forms. • Ensure that website and all documents accessible • Provide different coloured papers/overlays for dyslexic children 			<p>LSAs/Teacher/SENDCO</p> <p>Headteacher/school office</p> <p>Website coordinator</p> <p>LSAs/Teacher/SENDCO</p>	<p>Ongoing</p>	<p>All parents receive information in a form that they can access and understand</p> <p>Clear communication for ASD/SCLN pupils. Relevant pupils using coloured sheets.</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 governing board.

5. Links with other policies

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

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date for actions to be completed
Number of storeys	2	Review main/existing building for accessibility	Premises committee	
Corridor access	All accessible save existing upstairs in the main building	As above	"	
Lifts	1 in the new building	None	"	
Parking Bays	1	Markings to be improved	"	
Entrances	Accessible	Signage to be reviewed	"	
Ramps	4 (2x main bldg., 1x new building. 1x library. 1x portable to nursery)	None	"	
Toilets	2x disabled (main and new building)	None	"	
Reception area	Ramp access	Review signage	"	
Internal signage		To review	"	
Emergency escape routes	Compliant	None	"	