



Accessibility Policy and Plan

Adopted on:	Feb 26
Signed on behalf of the Governing Body	Mrs B Read Chair
Review Date	Feb 27



Cherrywood Community Primary School

Accessibility Policy and Plan

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of an accessibility plan is to:

- ensure disabled pupils can participate in the curriculum
- improve the physical environment of schools to enable disabled pupils to take best
- improve the availability of accessible information to disabled pupils, parents and volunteers

Within this, schools are required to ensure that disabled pupils can play as full part in school life as possible through reasonable adjustment. It is understood that there will be times where adjustments cannot be made because to do so would have a detrimental effect on other pupils and would therefore not be reasonable.

Our school aims to treat all pupils fairly and with respect, this involves providing access and opportunities for all pupils without any kind of discrimination. In doing this we will:

- Provide opportunities for all pupils to engage in the full curriculum including sports, music and learning outside of the classroom
- Be proactive in organising school activities, including trips which are accessible for all
- Ensure that teachers plan lessons which remove barriers whilst maintaining high expectations
- All pupils to have a voice and the ability to share their opinion
- Ensure that the school environment is conducive to meet the needs of all
- Provide communication with all parents catering for individual needs.

Our school is committed to ensuring that all staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Legislations 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 children with disabilities may face in comparison with other 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.

Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	Ensuring SEND pupil information is easily accessible by staff. Review current resources to highlight areas for improvement. Maintain process continuity for the induction and enrolment of pupils with disabilities Demonstrate commitment to the importance of accessibility within the classroom	Rolling out current "Pupil Passport" to all SEND students. Conduct an accessibility audit of all subjects. Outline processes for pupil enrolment with specific disabilities including considerations that may need to be made and relevant specialist authorities that may need to be liaised with. Include areas of importance within the school strategic plan providing staff with common areas of focus.		

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled toilets and changing facilities • Disabled parking in extended car park shared with Henry Tyndale	Review current resources to highlight areas for improvement. Make the school more accessible to those with different sensory requirements.	Conduct an accessibility audit of the grounds and building Use the PINS sensory and accessibility audits to create an action plan of improvements		
Improve the delivery of information to pupils, parents and volunteers	Our school uses a range of communication methods to make sure information is accessible. This includes: • Large print resources • Pictorial or symbolic representations • Use of EMTAS to sign if needed.	Ensure important information and documentation can be accessed where English is the second language	Compile a list of key documentation digitally that could be run through a translation app if needed.		

Monitoring

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by governing body, Headteacher and Inclusion Leader (currently the Assistant Head).

This policy should be read in conjunction with the school's other policies such as Risk assessment policy, SEN Policy, health and safety Policy, Equality Policy, and with relevant Government legislation and guidance

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Review date: Feb 27

Signed by: Betty Read