Accessibility Plan

Cherry Orchard Primary School Accessibility Plan 2026-2029

Section 1: Vision statement

Legal Duty

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
c. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Purpose of the plan

The purpose of this plan is to show how Cherry Orchard Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Cherry Orchard Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of disability according to the Equality Act 2010

According to the Equality Act 2010, a person has a disability if:
a) He or she has a physical or mental impairment.
b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

School aims and values

At Cherry Orchard Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to participate fully.

We will make reasonable adjustments to make sure that the environment is as accessible as possible to all users. At Cherry Orchard Primary School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Other documentation and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Teaching and Learning Policy
- Equalities Policy and Objectives
- CPD Policy
- Health and Safety Policy
- Special Educational Needs Policy/SEND Information Report
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey

How the plan will be shared

The school makes the Accessibility Plan available in the following ways:
• A copy is posted on the school's website
• Paper copies are available from the front office.

Review and evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Cherry Orchard Primary School will address the priorities identified in the plan. The plan is valid for three years 2025-2028. It is reviewed annually.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Complaints procedures

In the case of the Accessibility Plan not being adhered to, the complaints policy and procedures should be followed.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	**Current good practice** *Include established practice and practice under development*	**Objectives** *State short, medium and long-term objectives*	**Actions to be taken**	**Person responsible**	**Date to complete actions by**	**Success criteria**
Increase access to the curriculum for pupils with a disability	Data is analysed, vulnerable groups are identified and targeted.	**Short Term** All staff to be aware of the Equalities Policy and objectives Evaluate data on clubs to ensure representation	AJ to disseminate policy. Staff to read and ensure awareness	AJ/All staff	October 2022 Ongoing as appropriate	Equalities objectives achieved. Children from across school have access to the extended curriculum
	Cherry Orchard scaffolds the curriculum for children of all abilities and uses specific resources to ensure pupils are able to access the curriculum fully. Reasonable Adjustments as identified on class information sheets in consultation	**Short Term:** All staff to have an overview of reasonable adjustments in place for	Staff to review and update reasonable adjustments in place**.**	All Staff	Autumn Term	All children to have reasonable adjustments made, where necessary, to remove the

with parents, SENCo, outside agencies (EPS, PSS, CAT)	children with SEND				barriers to learning. Children continue to make good progress from their relative starting point. Children continue to develop their independence.
Technology is available to support children in accessing the curriculum	**Short Term** All staff able to use IT effectively to support learners	AJ/EE to attend and disseminate Assistive Technologies training .	SENDCo	Spring Term	Increased access to curriculum for pupils as all staff to be able to use a range of assistive software to support all learners.
Resource Base provision removes the barriers to learning for those children identified as having Autism Spectrum Condition (see entry criteria)..	**Medium Term Training**: To enable pupils	AJ to arrange whole school training. Staff	SENDCo	Spring Term	Children continue to make good progress from

	Intensive Interaction/attention autism for identified children.	with Autism and associated conditions to access the curriculum by making adjustments to approach, content and environment.	to implement key training points into their practice			the relative starting point and continue to develop their independence.
	Makaton and PECS used by key staff and children	**Long Term:** Increased methods of communication for all learners	Key symbols to be introduced and used across the school	All Staff	Ongoing	Staff and children able to communicate and ensure basic needs are met.
	Staff are aware of the importance of transitions for all children	**Short Term:** Ensure carefully planned and personalised transitions for pupils with SEND. To include children who	Clear overview of transition within SEND policy	SENDC0 RB staff All Staff Mentors	Ongoing	Children are positive, well prepared and confident when transitioning.

		move between year groups, RB to mainstream and outside of school				
	Attendance levels are closely monitored	**Short term:** Increased attendance levels for all children	Updated Attendance Policy. Roles and responsibilities identified	Attendance Team	Medium Term	Increased attendance rates

Aim Improve and maintain access to the physical environment	**Current good practice** *Include established practice and practice under development*	**Objectives** *State short, medium and long-term objectives*	**Actions to be taken**	**Person responsible**	**Date to complete actions by**	**Success criteria**
	Wheel chair access to both sites via main entrances.	**Short Term:**		P. Harper/ A. Jaswal	November 2022	Appropriately equipment Personal Care facility for

	Disabled toilets on both sites. accessible personal care facility in Key Stage 2 building. EYFS own access via coded gate. Outdoor spaces providing age appropriate activities as part of the Early Years curriculum. KS1 classrooms have direct access to the outside to enable an outdoor classroom.	Ensure both sets of stairs in KS2 building are fitted with yellow tape to ensure visually impaired pupils can access the upstairs classrooms safely and independently. Ensure doorways in KS2 building can be used independently by wheelchair users. Add wheeled table to KS2 personal care facility.				children key stage 2 to access
	Sensory room for teaching and as therapy for key pupils. Outdoor areas to enhance provision	**Short Term:** Therapy Area to be built in Key Stage 2 building	Children will have an appropriate space an equipment to support occupational therapy needs	P. Harper/ A. Jaswal/RB staff	November 2022	Children will be regulated and ready to learn

	eg Trim Trail, sensory garden and outdoor theatre					
	EYFS Setting is physically accessible Adjustable height tables. Chairs of different heights. Layout of classrooms to support physical access, positioning of boards, use of flipchart etc Adjustable toilet seat. Steps available to improve access to sinks. Push lever taps in EYFS Lower pegs for coats and overalls in EYFS	**Short Term:** Combine 2 cubicles into one in Reception toilet to support nappy changing	Children are able to physically access the curriculum,	SENDCo/Teachers	February 2022	Children have physical needs met to support overall access to curriculum and facilities

	Intercom to office for car park entrance.					
	The delivery of information and advice for pupils and parents is carefully considered, for example Communicate in Print Use of larger font for children with visual needs Coloured overlays and reading rulers available	**Medium Term:** Improved delivery and access to information, advice and guidance through the school website (parents and pupils)	Parents are able to access the school website	to evaluate systems and update Staff to ensure reasonable adjustments are in place to support	December 2022	Information on website is easy to read, uses symbols and us audio friendly

Aim Improve the delivery of written information to pupils	**Current good practice** *Include established practice and practice under development*	**Objectives** *State short, medium and long-term objectives*	**Actions to be taken**	**Person responsible**	**Date to complete actions by**	**Success criteria**

	The delivery of information and advice for pupils and parents is carefully considered, for example Communicate in Print Use of larger font for children with visual needs Coloured overlays and reading rulers available	**Medium Term:** Improved delivery and access to information, advice and guidance through the school website (parents and pupils)	Parents are able to access the school website	to evaluate systems and update Staff to ensure reasonable adjustments are in place to support	December 2022	Information on website is easy to read, uses symbols and us audio friendly

Section 3: Access audit

Feature *For example:*	**Description**	**Actions to be taken**	**Person responsible**	**Date to complete actions by**
Number of storeys	KS1 – single storey (1st floor occupied by BBN) KS2 – 2 storey	Ensure individuals who require it are placed in ground floor rooms.	HT	Ongoing

Corridor access	All corridors are wide enough for wheel chairs	Ensure corridors are kept clear.	Site Manager All staff	Ongoing
Lifts	Access in EYFS for Building Blocks Nursery	Safety checks	Site Manager	Ongoing
Parking bays	2 parking bays outside main reception building reserved for disabled	Ensure signage is clear. Bays available for disabled drivers.	Site Manager	Ongoing
Entrances	Entrance into main reception and junior building via automatic doors. Some doors within school are not wide enough.	Ensure that all new building work complies with regulations and doors are wide enough. Widen other doors as necessary.	Site Manager Business Manager	Ongoing
Ramps	Ramps into both buildings	Maintain and keep clear	Site Manager	Ongoing
Toilets	2 disabled toilets	Purchase further accessibility equipment as and when required	Site Manager/Business Manager	Ongoing
Internal signage	Signage around school in words and symbols	Replace worn/missing signs as required. Survey users	Site Manager SENCo	Ongoing

Emergency escape routes	All rooms have diagrams of school buildings with escape routes identified.	Check all in place Reassess routes following drills	Site Manager	Termly

Approved by: ……

Date: …….

Next review date: July 2029