



## Disability Access Plan

Reviewed policy on:	Autumn 2024
Reviewed policy shared with staff:	Autumn 2024
Reviewed Policy shared with Governors	Autumn 2024
Policy to be reviewed again on:	Autumn 2025

# **Cherry Orchard Primary School**

## **Disability Access Plan**

### **Our aim and values at Cherry Orchard Primary School**

Our aim is to be an inclusive school for all, to reflect the great work we do. We aim to raise standards and achievement for all pupils through good and outstanding teaching. In a safe, healthy and stimulating environment, pupils are expected to achieve their full potential in order that they can gain economic well-being and make a positive contribution to society. We help to build great children who are a credit to themselves, their family and their school. We want the children to try their best in all that they do – to aim high to achieve the best they can.

### **Responsibilities**

The governors of the school are responsible for determining the content of the policy and the head teacher for implementation.

### **Publication**

This policy will be published on the school website.

### **Monitoring and evaluating**

This policy will be monitored as part of the schools' monitoring and evaluation programme.

### **Inclusion and equality statement**

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children. We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against.

The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.

## **Accessibility policy and plan**

### **Introduction**

At Cherry Orchard Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

### **Aims and objectives of this policy**

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible written information

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes. The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website.

We understand that The Royal Borough of Greenwich Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty. We are committed to providing an environment that enables full curriculum access and values 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 developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; 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 provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- 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
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

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

- Curriculum policy
- Equality Objectives
- Disability Equality Scheme
- Staff Development policy
- Health and Safety policy
- Special Educational Needs and Disabilities (SEND) policy
- Behaviour policy
- School Improvement Plan
- School brochure/ prospectus

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by the Local Authority and subsequently updated and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

### Provision of Information

The school will make itself aware of local services, including those provided through the LA, providing information in alternative formats when requested or required.

		<b>Targets</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Success Criteria</b>
<b>Short Term</b>	Written Information	To provide information for pupils with visual impairment or dyslexia in a form that is most accessible to them.	Enlarge print Apply for modified SATs papers Provide VI pupils with enlarged icons, keyboards and print on screen	HT  SENCO  CT  TA	SLT	Pupils with VI/Dyslexia able to access curriculum opportunities at similar level to others

	Physical Environment	To complete an audit of accessibility to the environment.	Premises manager and SENCO to carry out audit	HT SENCO PM Learning Mentor	SLT Governors Environment sub committee	Audit carried out and all areas accessible to SEND pupils, parents and staff
	Curriculum	To ensure curriculum is accessible and relevant to all Pupils.	Visual timetable for class and individually as necessary. Picture symbols and strategies for ASD and pupils with communication difficulties	SENCO CT Governor with responsibility for SEND	SLT	Signs and symbols used effectively by pupils  Learning environment meets needs of all learners

		<b>Targets</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Success Criteria</b>
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<b>Med. Term</b>	Written Information	To continue to skill staff in meeting needs of VI and SEND pupils	In house sharing of best practice  CPD facilitated by STEPS / sensory service	HT  SENCO  SLT	SLT  SENCO	Skill levels of staff rising. Pupils achieving expected progress
	Premises	To oversee maintenance of sensory pod and sensory room	Maintain sensory pod, ensure fit for purpose,	HT  Senco  TAs	SENCO  SEN Governor	Learning environment meets needs of pupils. Progress is improved
	Curriculum	To use appropriate assessment and tracking procedures to identify barriers to learning and to identify specialist support needed to enable pupils make expected progress	Staff trained in use of P Levels	HT  SLT  SENCO  CTs	Senco to track children  CT to track children  TAs to know individuals next steps	Staff confident to use P Levels  Appropriate assessment and tracking in place  Progress tracked and

						achievement of all is recognised.
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		<b>Targets</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Success Criteria</b>
<b>Long Term</b>	Physical Environment	To ensure school environment is accessible and meets the needs of all pupils, staff and families	Implement actions identified in Audit carried out.	Governors Environment Committee	Full Governing Body	Accessibility improved for all.