



Cherry Tree Hill Primary School

# Accessibility Policy and Plan 2025 - 2028

Data will be processed in line with the requirements and protections set out in the  
General Data Protection Regulation

**Date of Policy to Governors:**

**Minute No:**

**Renewal Cycle: 3 yearly**

## **SAFEGUARDING STATEMENT**

At Cherry Tree Hill Primary School, we are committed to ensuring the safety and well-being of all our pupils. We believe that every child has the right to learn and thrive in a safe and secure environment. Our school policies and procedures are designed to promote the welfare of our pupils and protect them from harm.

We follow the statutory guidance outlined in Keeping Children Safe in Education (KCSiE) 2023, as well as any other relevant legislation and local safeguarding arrangements. Our staff receive regular training on safeguarding practises and are aware of their responsibilities in identifying and reporting any concerns.

Our school has designated safeguarding leads who are responsible for coordinating safeguarding efforts, providing support and advice to staff, and liaising with external agencies when necessary. They are the first point of contact for any safeguarding concerns.

We have robust procedures in place for handling safeguarding concerns or allegations made about staff, including supply teachers, volunteers, and contractors. All allegations are taken seriously and thoroughly investigated in accordance with our safeguarding policies and procedures.

We promote a culture of openness and encourage pupils and parents to speak up if they have any concerns about their safety or the well-being of others. We have clear reporting systems in place to ensure that all concerns are addressed promptly and appropriately.

Our safeguarding policies and procedures are regularly reviewed and updated to reflect changes in legislation and emerging safeguarding issues. They are easily accessible to all staff, pupils, parents, and carers, and are available on our school website.

We work under the guidance of Derby and Derbyshire Safeguarding Children Partnership and liaise closely with a range of specialist and locality services to ensure the best and safest outcomes for our families.

We work in partnership with parents, carers, and external agencies to create a safe and supportive learning environment for all our pupils. Together, we strive to protect our pupils and families from harm and provide them with the best possible opportunities to succeed. If you have any safeguarding concerns or questions, please do not hesitate to contact our designated safeguarding leads or any member of our staff. Together, we can ensure the well-being and safety of all our pupils.

## Schools' Planning Duty

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. It is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Cherry Tree Hill 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. 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.

This policy has been developed in strict adherence to the Equality Act 2010, ensuring comprehensive consideration of all the protected characteristics. The Act delineates nine specific attributes to safeguard individuals from discrimination:

**Age:** Protects individuals from unfair treatment based on their age group.

**Disability:** Encompasses individuals with physical or mental impairments that substantially and long term affect their ability to perform regular daily activities.

**Gender Reassignment:** Safeguards those who are undergoing, have gone, or intend to undergo a process to reassign their gender.

**Marriage and Civil Partnership:** Ensures that individuals who are married or in a civil partnership are not subjected to discrimination.

**Pregnancy and Maternity:** Provides protection for women who are pregnant, on maternity leave, or have recently given birth.

**Race:** Includes consideration of color, nationality, and ethnic or national origins.

**Religion or Belief:** Cover any religion or philosophical belief, as well as the absence of religion or belief.

**Sex:** Protects individuals from discrimination based on being male or female

**Sexual Orientation:** Addresses protection for individuals attracted to the same sex, the opposite sex, or both sexes.

The protected characteristics are integral to promoting equality and preventing discrimination across various sectors, including employment, and access to services.

Cherry Tree Hill Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

## **Introduction**

Cherry Tree Hill Primary School is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

## **Aims and Objectives**

Our Aims are to:

Improve the delivery of written information to pupils

Increase access to the curriculum for pupils with a disability

Improve and maintain access to the physical environment and take advantage of education associated services

Our objectives are detailed in the Action Plan below.

However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

Equal Opportunities

Special Educational Needs & Disabilities (SEND) Policy

Local Offer

Safeguarding Policy

Health & Safety Policy

Staff related policies, e.g. risk assessments and Return to Work Procedures

SEND Information Report

This plan itself is used to advise and inform school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

We ask about medical and special educational needs, as well as any concerns parents may have in early communication with new parents and carers. For parents and carers of children already at the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

## **Physical Environment**

The physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors. We have ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely. We have rails where there are steps and slopes to access all aspects of the school grounds. The buildings are on one level and do not cause any particular difficulties.

There are five disabled people's toilets located in the school. All have a hand rails, emergency pull cords and easy use taps. In addition the environment is continually enhanced through the school's building maintenance and redecoration program.

## **Curriculum**

With the support of parents and outside agencies, areas of the curriculum (for example PE) are adapted to the needs of children in school with physical impairments. The school is aware that other issues may affect the participation of children with a disability, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively if and when they occur.

## **Information**

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed. Such as larger print, use of IT.

## **Current Activities**

Cherry Tree Hill Primary School has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. These may include multi-agency meetings with parents and professionals involved in supporting the children.

The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability, working with alongside other professionals. The SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate. We have strong systems in place to ensure that we meet the needs of all of our pupils including Provision Mapping, which identifies children and interventions. These are produced and reviewed termly alongside whole school tracking systems.

All staff work together as a team to ensure strategies for improving pupils' behaviour and access to learning is effective.

The school also works closely with specialist services including:

Local Authority Provision delivered in school

STePS

Early Years Advisory Team

Sensory support for children with visual or hearing needs

Parent Partnership Services

SALT (Speech and Language Therapy)

LAC (Looked After Children)

Family Intervention Workers to support families

Health Provision delivered in school

Additional Speech and Language Therapy input to provide a higher level of service to the school

Health Team /School Nurse

Occupational Therapy – Lighthouse Team

Physiotherapy – Lighthouse Team

Community Paediatrician

CAMHs (Child and Adult Mental Health)

The school's governors, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

Hearing impairment

Physical disability

Visual impairment

Specific medical conditions including asthma, eczema, diabetes

Specific learning difficulties

Autism

Speech, language and communication needs (SALT)

Emotional difficulties including attachment disorder or bereavement

Developmental disorders, e.g., foetal alcohol syndrome

Profound and multiple difficulties including specific genetic disorders, e.g., Down's Syndrome

Physiotherapy

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

### **Review and Implementation**

The Accessibility Policy is reviewed annually by the SENCO, the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed three yearly by all relevant parties.

## Accessibility Plan

Cherry Tree Hill Primary School Accessibility Plan 2025-2028

### 1. Improving access to and participation within the curriculum

**Objective:** To increase the extent to which disabled pupils can participate in the school curriculum. Our aim at Cherry Tree Hill is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be updated.	SENCo Admin Team	<ul style="list-style-type: none"> <li>Ensure SEND register reflects current pupils being supported.</li> <li>Annotate SEND register with relevant developments.</li> <li>Ensure Medical register and Care plans are up-to-date.</li> <li>Make SEND and medical needs clearer on scholar pack and in teachers' class folders.</li> <li>Meet with parents of children whose care plans/documentation needs updating.</li> </ul>	SEND register and paperwork for individuals. Support & Care plans	Autumn term 2025	<ul style="list-style-type: none"> <li>SEN and Medical needs will be up-to-date.</li> <li>Teachers and TAs will be aware of the needs of children in their class.</li> </ul>
Effective communication and engagement of parents	Deputy Head, SENCo, SLT	<ul style="list-style-type: none"> <li>Introductory meetings in the autumn term to teachers and SENCo, followed by termly meeting with parents and carers.</li> <li>Termly review meetings with parents of children with LSPs and EHCPs.</li> </ul>	Up-to-date Support & Care plans, and EHCPs, Rooms for meetings, Diary dates	Follow EHCP timeline  Ongoing (meetings with parents)	<ul style="list-style-type: none"> <li>Increased engagement of parents</li> </ul>
Effective communications with nurseries and schools to provide a quality transition.	EYFS Leader, SENCo, Y6 Transition Lead	<ul style="list-style-type: none"> <li>To identify pupils who may need additional to or different provision for the September and mid-year intake.</li> </ul>	Teacher/SENCo time	EYFS- July 25-27  Y6- Mar/Apr 25-27	<ul style="list-style-type: none"> <li>Transition for children from Nurseries and other schools is smooth with adequate</li> </ul>

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
		<ul style="list-style-type: none"> <li>• SENCo to attend Local SEND Hub and build relations with other local SENCOs.</li> </ul>			and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	T&L Team, SENCo	<ul style="list-style-type: none"> <li>• Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc.</li> <li>• TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures.</li> <li>• SENCO to do 1:1 sessions with teachers</li> </ul>	Staff meeting, TA training, SENCo/Teachers time, External agency training	As per annual staff meeting schedule	<ul style="list-style-type: none"> <li>• Staff confidence in adapting the curriculum is improved.</li> <li>• Children's participation in the curriculum is more broad and effective.</li> </ul>
Use appropriate assessment tools and activities for children working pre-key stage	SENCo / Teachers / Teaching Assistants	<ul style="list-style-type: none"> <li>• Ensure staff are familiar with Cherry Tree Trees for EYFS and to use the PKS standards linked on EFL for KS1/KS2</li> <li>• Use other professionals' suggestions for adaptations of the curriculum.</li> </ul>	SENCo/Teachers time, External agency support,	One year	<ul style="list-style-type: none"> <li>• Children working pre-key stage will have consistent approaches for assessment and planning.</li> </ul>
To ensure that the medical needs of all pupils are met fully within the capability of the school	Deputy Head for Inclusion, SENCo	<ul style="list-style-type: none"> <li>• To conduct parent interviews.</li> <li>• To liaise with external agencies.</li> <li>• Make relevant referrals to external agencies.</li> <li>• To identify training needs</li> </ul>	Staff meeting, TA training	Ongoing	<ul style="list-style-type: none"> <li>• All advice acted upon.</li> <li>• All pupils' needs are met and they are able to access the curriculum.</li> </ul>
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCo	<ul style="list-style-type: none"> <li>• iPads available to support children with difficulties.</li> <li>• Sloping boards for children with physical disabilities. Coloured overlays or coloured paper for children with visual difficulties or dyslexia.</li> <li>• Use of wobble cushions, weighted blankets. Pencil grips, fidget toys, chew toys etc.</li> <li>• Monitor and observe use of equipment e.g., visual timetable, writing with symbols, wobble cushions etc.</li> <li>• Use Widgit to make resources.</li> </ul>	Audit of equipment and needs, Staff training, Cost of resources	Annual Spring Time audit and purchase resources when needed.	<ul style="list-style-type: none"> <li>• SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning.</li> </ul>

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Appropriate use of intervention and their success and impact on progress	T&L Team, SENCo, Teachers.	<ul style="list-style-type: none"> <li>• Track intervention success on school tracker.</li> <li>• Strategically use staff interventions to allow for optimum outcomes for pupils with SEN.</li> <li>• Have intervention groups across classes/year groups to give more children opportunities to attend interventions.</li> <li>• Improve gross and fine motor skills interventions.</li> <li>• Improve sensory interventions.</li> </ul>	Insight, Training on new interventions through external professionals, Resources required to deliver interventions.	As per annual staff meeting schedule	<ul style="list-style-type: none"> <li>• Progress and attainment of all children is outstanding.</li> </ul>
All children are visible in the curriculum and resources	SENCo T&L Team EYFS Lead SLT	<ul style="list-style-type: none"> <li>• Resources will reflect the needs of the pupils.</li> <li>• Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.</li> </ul>	Books and further curriculum resources.	Autumn 2025	<ul style="list-style-type: none"> <li>• Children will be able to identify with characters in stories, historical figures and illustrations.</li> <li>• They will feel seen in the curriculum and resources.</li> </ul>

## 2. Improving access to the physical environment

**Objective:** To improve the school's physical environment to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohort	Year Group Teams, EVC, Head, SENCo	<ul style="list-style-type: none"> <li>Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent.</li> <li>Pre visits required for residential stays if SEND children are coming.</li> <li>Use of Evolve software to support in planning/risk assessment.</li> <li>Paying special regard to children with physical impairments.</li> </ul>	Risk Assessments, Time for pre visit if required. Evolve software.	Ongoing	<ul style="list-style-type: none"> <li>All SEND are able to access all trips during their time at Cherry Tree Hill.</li> </ul>
Ensure all children feel safe and involved at playtimes	Deputy Head, Pastoral Lead, DSL.	<ul style="list-style-type: none"> <li>Play leaders to encourage children to join in games.</li> <li>All staff to make sure all games/lessons are accessible for children with physical impairments</li> <li>Pastoral Lead to report children who may not be involved at playtimes at fortnightly meeting.</li> </ul>	Training for play leaders, Fortnightly meeting/vulnerable children meeting, Buddy system for new children	Ongoing	<ul style="list-style-type: none"> <li>Children feel safe in school – evidence in survey results from children.</li> </ul>
Maintain safe access round the interior and exterior of the school	School Business Manager, Premises Manager.	<ul style="list-style-type: none"> <li>Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear.</li> <li>All disabled toilets are maintained, slopes to access the building are in good repair</li> <li>Communication with parents through letters/newsletters/website/1:1 school staff. Safety improved with parking.</li> </ul>	Premise meeting minutes, Premise walks and checks	Ongoing	<ul style="list-style-type: none"> <li>There is safe access throughout the school.</li> </ul>
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are	Extra-curricular clubs Leads, Deputy head	<ul style="list-style-type: none"> <li>Audit SEND children use of clubs and extended services.</li> <li>Risk assessments put in place if needed.</li> </ul>	Registers of clubs and extended day, Risk assessments	Ongoing	<ul style="list-style-type: none"> <li>Increased access of SEND children at After school clubs and extended successfully and happily</li> </ul>

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
made to enable participation		<ul style="list-style-type: none"> <li>Improve record-keeping with registers for all children, highlighting vulnerable children.</li> </ul>			with the correct support if required.

### 3. Improve the access and delivery of written information

**Objective:** To improve the delivery of information for disabled pupils and parents.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents	Admin team	<ul style="list-style-type: none"> <li>Ensure documents are accessible to everyone using commonly known vocabulary.</li> <li>Access for wheelchairs users in all areas of the school are maintained and in good working orders</li> <li>Office to be aware of parents who may need support in accessing materials and assisting with this.</li> </ul>	Admin time.	Half Termly	<ul style="list-style-type: none"> <li>All parents will be able to be aware of what is happening at school via the website.</li> </ul>
Ensure written materials are available in alternative formats	Admin team	<ul style="list-style-type: none"> <li>Ensure office staff are able to use Google Translate to translate any written letters and newsletters and ensure parents know this is available.</li> <li>Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers.</li> <li>Invite parents in who may need support completing forms.</li> </ul>	Google Translate, Office time, Deputy Head time	Ongoing	<ul style="list-style-type: none"> <li>Parents are able to access all information.</li> </ul>
Improve use of pictorial communication systems (Widgit)	SENCo	<ul style="list-style-type: none"> <li>Purchase Widgit to improve picture communication support.</li> <li>Use Widgit to make classroom resources (e.g., word mats, visual timetables, social stories).</li> </ul>	Training, Time for meetings	Spring term 2025 and ongoing	<ul style="list-style-type: none"> <li>All school staff aware of disabilities of children in their classes.</li> </ul>

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
		<ul style="list-style-type: none"> <li>• SENCo to train on most effective ways to use Widgit.</li> <li>• SENCo to train all relevant staff members in how to use Widgit.</li> </ul>			
To Improve Parental engagement (for children of SEND) through a digital approach.	SENCo Teachers Teaching Assistants	<ul style="list-style-type: none"> <li>• Use Evidence for Learning across the school to support SEN children and increase access for parents.</li> </ul>	EFL software Time for recording and training.	Spring 2025	<ul style="list-style-type: none"> <li>• Parents should use EFL alongside teachers to support their children's learning.</li> </ul>



