



Cherry Hinton C of E Primary School

Accessibility plan

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. Cherry Hinton Primary School is a diverse, inclusive community with children from all around the world and where children arrive with a wide range of life experience. Children in our school are encouraged to be happy and secure in who they are and to learn to live and work together. In keeping with our Christian Foundation, we focus on personal qualities through the values we teach our children so they can establish the relationships they need to succeed socially and intellectually. Our school values are **Agape, Courage and Thankfulness (ACT)**. We are an outward looking school and we **ACT** upon our values.

What our school strives to be is captured here in our vision statement:

'Love God with heart, soul, mind and strength-and your neighbour as you love yourself (Matthew 22.37-39)

We **ACT** out this verse through our values of Agape, Courage and Thankfulness. Recognising we are all neighbours, we ACT with **Agape love**, giving us kind hearts, with **Courage** to ask inquisitive questions of God, ourselves and others - and with **Thankfulness** for the love, courage and inspiration we receive from God.

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.

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

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

We have considered the needs of stakeholders in the development of this accessibility plan.

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.



3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>All teachers are required to adapt the curriculum to ensure access for all pupils in their class</p> <p>Barriers to learning and additional needs are identified and addressed. Where necessary, SEN Support plans are written in consultation with the child and their parents. These plans are reviewed termly.</p> <p>Additional equipment is provided for those who need it to access to the curriculum</p> <p>When necessary specific resources are purchased and/or created by staff</p> <p>When necessary, radio transmitters are worn by adults working with pupils who have hearing impairments to ensure they are fully included in the curriculum.</p> <p>Signing/visuals are used when necessary</p> <p>Curriculum progress is tracked/monitored for all pupils</p> <p>Appropriate SATs access arrangements are put in place.</p> <p>Transition meetings take place at the end of the summer term</p>	<p>To ensure high levels of participation by all pupils regardless of additional need or disability.</p>	<p>Regular monitoring of pupil(s) participation across the whole curriculum</p> <p>Continue to liaise with Local Authority and health professionals involved with the pupil(s) and implement recommendations</p> <p>Training to be sought/provided for new staff as required - around child's needs and/or equipment required</p>	<p>SLT (including SENCo) and subject leaders</p> <p>SENCo and other staff working with the pupils in conjunction with caretaker</p> <p>SENCo or relevant external professional</p>	<p>Ongoing</p>	<p>All pupils regardless of need or disability will be able to participate as fully as is possible in all aspects of the curriculum</p>

	The school has a strong programme of educational visits and residential opportunities which are open to all.					
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Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	<p>There are regular walks around the site – Property management company + premises governor + caretaker + headteacher</p> <p>The school is on one level with easy access</p> <p>Disabled automatic access by school office</p> <p>There is a disabled parking bay</p> <p>There is a disabled toilet and changing area</p> <p>Entrance steps and steps around school are painted yellow on edges.</p> <p>Ramps have been installed so pupils in wheel chairs have easy access to the outside space</p> <p>Playground equipment has been wrapped with yellow tape</p> <p>Wooden pillars in classrooms have been wrapped with yellow tape</p> <p>Hand rails have been attached to walls to allow independent toileting</p> <p>There is an entrance ramp outside school office</p>	For current and new stakeholders to be able to access all areas of the school	<p>Continue to carry out regular walks round site - Property Management company + premises relevant governor + caretaker + headteacher</p> <p>To undertake a facilities audit to ensure that accessibility is maximised for all stakeholders.</p> <p>Caretaker to implement a yearly rolling programme of maintenance – steps to be repainted at least annually and tape to be replaced when needed etc</p> <p>Continue to seek advice of specialists working with the pupil(s). School to add specialist facilities as necessary</p>	<p>Caretaker along with PCM (property management company), headteacher, office staff and where relevant any specialists involved with the pupil(s) and SENCo (when necessary)</p> <p>Caretaker in discussion with headteacher, SENCo (when necessary)</p> <p>SENCo, headteacher, office staff, caretaker</p>	<p>Yearly</p> <p>Yearly</p> <p>As required</p>	All stakeholders will be able to access all areas of the school

	<p>The caretaker checks access routes daily for any leaves and debris is cleared</p> <p>Access routes, along with playgrounds and the carpark are gritted daily when icy</p> <p>Fire doors are fitted with door-guards. The caretaker checks the doors to ensure good working order and doorways are cleared of any obstacles daily.</p> <p>Corridor and dining area – checked for obstacles daily</p> <p>Most library shelves are at a wheelchair accessible height</p> <p>Resources children require are easily accessible</p> <p>Quiet areas are provided for children who need a space, to support their emotional and/or sensory needs</p>		<p>Cut overgrown shrubs – when required</p>	<p>Caretaker</p>	<p>When required</p>	
<p>Aim</p>	<p>Current good practice <i>Include established practice and practice under development</i></p>	<p>Objectives</p>	<p>Actions to be taken</p>	<p>Person responsible</p>	<p>Date to complete actions by</p>	<p>Success criteria</p>
<p>Improve the availability of accessible information to</p>	<p>Where pupils are unable to read, symbols, photographs or pictures are used and/or information is shared verbally</p> <p>Print is enlarged for pupils when necessary</p>	<p>All pupils will be able to access the information provided</p>	<p>The school will make use of local services, including those provided through the LA, for providing information in</p>	<p>School staff</p>	<p>As required</p>	<p>All pupils will be able to access information given to all</p>

<p>disabled pupils</p>	<p>Where pupils struggle to copy from the board, key things are noted on an individual white board for them to copy.</p> <p>Where pupils who can read, struggle to read from the board, text is printed for them to have next to them.</p> <p>Where pupils struggle with reading black text on white, the background is changed for them (either through changing the background colour on the board or copying onto coloured paper.</p> <p>Reading guides are used for pupil who have difficulties tracking</p> <p>IT equipment is used when necessary</p> <p>Use of radio transmitters when necessary</p> <p>Close links (through teacher, SENCo and School Based Family Worker) with disabled pupils and their families to ensure good communication</p>		<p>alternative formats when required or requested.</p> <p>Continue to seek advice from professionals involved with the pupil(s) to ensure information is accessible for all pupils. Put advice in place</p>	<p>SENCo and other School staff</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 ratified by [the governing body].

Written: 2017

Reviewed: March 2022

Ratified: 26/4/22

Next review due: March 2025