The Rivers C.of E. Academy Trust

Accessibility Plan

Approved	Autumn 2026
Next Review	Annually – Autumn 2027
Officer Responsible	Director of Learning Development & Inclusion

Links with other policies
This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objective (public sector equality duty) statement for publication
- Special Educational Needs (SEN) Information Report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

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Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Aims

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Cherry Orchard plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be reviewed annually.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; The school recognises its duties under section 149 of the Equality Act 2010 (Public Sector Equality Duty) to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not.. 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 the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan will be published on the school website.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan also reflects requirements for schools as set out in the Special Educational Needs and Disability Regulations 2014 and is informed by the Department for Education's guidance on statutory policies for schools and academy trusts.

This policy complies with our funding agreement and articles of association.

Accessibility Plan

Facilities already in place	
• Disabled Toilet available in the main entrance so all can have access • Disabled Toilet with changing facilities and accessible, electronically adjustable bed. Hoist available. • We have the ability to move year group locations to support accessibility needs as they may arise	• Disabled parking bay at the front of the building entrance (x 2) • Flat access to all playground areas • Clear access routes around school • Ramp to access Little Cherries (Preschool) • There are several staff working spaces to ensure accessibility for all staff

Improving the Physical Access

Target	Strategy/Action	Outcome
Ensure that all corridor areas are kept clear of obstructions.	Ensure that cloakroom areas are being used effectively and children's belongings are clear from corridors.	Corridor space is clear.
Ensure that pathways are kept clear of vegetation at all times.	Site manager to monitor and maintain condition of pathways.	To ensure pathways are safe for all users.
Ensure all corridors are wide enough to allow wheelchair or walking frame access.	Check requirements for corridors. School to consider increasing size of corridors.	To ensure all school users can access all areas safely and independently.
Ensure all doorways are wide enough to allow wheelchair or walking frame access.	Check requirements for doorways. School to consider increasing size of corridors.	To ensure all school users can access all areas safely and independently.

Improving the Curriculum Access

Target	Strategy/Action	Outcome
Training for teachers on adjusting the curriculum.	Training specific to individual pupils' needs. Provide training for all staff.	To ensure that teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Whole school community aware of issues.
Classrooms and learning environments are organised to promote participation and independence of all pupils.	Classroom layouts reviewed to support the learning process of individuals.	To ensure that lessons start without the need to make adjustments to accommodate needs of individual pupils.
All out of school activities planned to ensure participation of all pupils.	Review out of school provision in relation to all children. All risk assessments for school trips to highlight adjustments that need to be made.	To ensure that all out of school activities conducted in inclusive environment ensuring compliance with legislation.
Ensuring that teachers are confident to use Evergreen Project to support children with additional needs	Training specific to children's needs and how to use Evergreen technology to support.	All children accessing adjusted learning through Evergreen with ongoing personalised provision.

Improving the Delivery of Written Information

Target	Strategy/Action	Outcome
E.g. Make available school brochure, newsletter and other written information for parents in alternative formats.	Ensure information is available in other formats and parents are aware of this.	To ensure that school information is available for all, including any necessary adaptations to meet individual needs.