

# THINKING SCHOOLS ACADEMY TRUST



## ACCESSIBILITY PLAN

“Transforming Life Chances”

CEDAR CHILDREN’S ACADEMY

This policy was adopted on	March 2025
The policy is to be reviewed	March 2028

(Version 2)

## 1. Vision Statement

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 students can participate in the curriculum
- Improve the physical environment of the School to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Cedar Children's Academy believes that it is the right of all children to be included in their education. We believe that this right extends to everyone associated or connected with Cedar Children's Academy. To this end we will endeavour to make our school and its facilities accessible to all.

## 2. Principles

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.

Cedar Children's Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan covers a three year period.

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: (if a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities of 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 handouts, 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.

The School Prospectus will make reference to the Accessibility Plan.

The School's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in School, this procedure sets out the process for raising these concerns.

The Plan will be monitored by the Governing Body. We acknowledge that there is a need for ongoing awareness raising and training for staff and Governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parent's and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the School.

### 3. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 4. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

Signature:

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Date: 17.03.2025

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Position: Headteacher Name: Ms Tracey Baillie

## Action Plan

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

**Please note that an accessibility audit of the school will be scheduled in once coronavirus restrictions allow, to enable a full and complete action plan to be developed.**

Aim	<i>Established practice and practice under development</i>	Person responsible	Check of good practice completed and any comments/further actions required	Date to complete
<p>To implement and maintain a monitoring system to support students with a disability.</p>	<ul style="list-style-type: none"> <li>• Maintain a register of children with a disability</li> <li>• Monitor patterns of attendance</li> <li>• Monitor participation in off-site activities and residential visits</li> <li>• Record student achievements</li> </ul>	<p>SENCO</p>		

<p><b>Increase access to the curriculum for students with a disability</b></p>	<ul style="list-style-type: none"> <li>• The School offers a differentiated curriculum for all students.</li> <li>• The curriculum is reviewed annually to ensure it meets the needs of all students.</li> <li>• Staff have access to SEND resources, which are tailored to the needs of students who require support to access the curriculum.</li> <li>• Staff are aware of children with disabilities such as dyslexia, ADHD, diabetes etc. and plan accordingly.</li> <li>• Teachers, TAs and support staff have access to specific CPD for disability issues</li> <li>• Curriculum resources include examples of people with disabilities.</li> </ul>	<p>Headteacher /SENCO</p>		
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				<ul style="list-style-type: none"> <li>• Curriculum progress is tracked for all students, including those with a disability.</li> <li>• Targets are set effectively and are appropriate for students with additional needs.</li> <li>• Students have full access to trips and extra-curricular activities.             <ul style="list-style-type: none"> <li>- Risk assessment prior to trips</li> <li>- Plan trips and activities with parents to ensure access</li> <li>- Provide support for students to ensure they can access our of hours activities</li> </ul> </li> <li>• PSHE curriculum reviewed to ensure disability awareness is taught effectively</li> <li>• Provide opportunities for children to meet with people with a variety of disabilities.</li> <li>• Review provision in other areas of the curriculum e.g. PE</li> <li>• Purchase books and other resources that promote positive images of disability</li> <li>• Invite disabled speakers and visitors to assemblies, events</li> </ul>							
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<p>Improve and maintain access to the physical environment</p>	<p><b><i>The environment is adapted, or will be adapted, to the needs of students as required This includes:</i></b></p> <ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Aids are provided for those who are visually impaired – for example edge of steps marked with yellow</li> </ul>	<p>Thinking Facilities / School</p>		
	<ul style="list-style-type: none"> <li>• Ensuring that all disabled students understand fire notices and have an up-to-date PEEP (Personal Emergency Evacuation Plan).</li> <li>• Parents/carers are consulted about access needs during transition/when a child is admitted to the School</li> <li>• Parents/carers and children are consulted about access in review meetings</li> <li>• Information on the needs of users and students.</li> </ul>			



<p><b>Improve the delivery of information to students and parents with a disability</b></p>	<ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Ensure Teachers, TAs and governors have access to specific training for disability issues</li> <li>• Ensure that all staff can differentiate the curriculum and are aware of SEN resources</li> </ul>	<p>Headteacher /facilities/off ice team</p>	
<p><b>Ensure that disabled adults are considered equally with others for posts in the School.</b></p>	<ul style="list-style-type: none"> <li>• To welcome all applicants for teaching and TA posts</li> <li>• To encourage all members of the community to consider becoming a governor.</li> </ul>	<p>Headteacher Governors</p>	

