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Equality and Information Objectives including Accessibility Plans

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January 2022	Cheska Tyler (Headteacher) Emma Hill (Assistant Headteacher)
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11.03.2019	Jess Bruce (Headteacher), XXX (Governor)

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Introduction

This document supports and should be read alongside the Inclusive Multi Academy Trust Equality Plan 2018. This document can be found on the Trust website www.inclusivemat.co.uk

Cherry Tree's Beliefs and Promises

'Learning together, learning for life!'

- At Cherry Tree, we believe that **we are kind** so we promise to work together, think of others and to care for our school community.
- At Cherry Tree, we believe that **we aim high** so we promise to try, try again to challenge ourselves to achieve beyond our dreams.
- At Cherry Tree, we believe that **we are brave**, so we promise to be adventurous, having confidence to question and explore the world around us.

School context

Cherry Tree School is a non-denominational Community Primary School. It is part of the Inclusive Multi-Academy Trust and is situated in North Watford. The area is very multi-cultural. There are pockets of deprivation in an area of very mixed social composition. These include stable professional working backgrounds, to unemployed and single parent families. Housing is mixed and includes private ownership occupation, rented and housing association accommodation.

Children joining Cherry Tree are occasionally arriving from abroad with no attainment data and some speak no English. The local community benefits significantly from its great diversity of cultures and ethnicities. The school welcomes and includes all families. There are currently at least 50 named languages and dialects spoken in school by children, parents and staff. This is beneficial in successfully promoting inclusion, understanding, learning and community cohesion.

The number of pupils eligible for the pupil premium funding is 64, of which 60 are FSM (May 2022). However, this may not be a true reflection of the need of the community as many parents are unable to apply as they are new to the country and do not have recourse to public funds. The school has worked to support families in the area and to address these issues.

The entry levels of children entering the Foundation Stage are generally significantly below age related expectation. This is because the children have poorly developed pre-learning skills and some speak only mother tongue, or are at an early stage of English language acquisition. This is reflected in assessment data that shows lower scores in language, communication, PSED, understanding of the world and mathematics than in other areas of learning.

The proportion of BME children is 265 pupils, 51% of our pupils speak English as an additional language. There are 41 languages spoken across Cherry Tree. The pupils' innate ability, attitudes to learning and parental support varies greatly between the different ethnic groups. As a result, some groups far exceed national expectation whereas other groups fall below the national average. The year-on-year trend for this varies. *Data updated May 2022.*

Characteristics	Total	Breakdown (number and %)
Number of pupils	428	210 Female = 49% 218 Male = 51%
Number of staff	61	59 Female = 96.7% 2 Male = 3.3%
Number of governors	8	6 Female = 75% 2 Male = 25%
Religious character		Non-Denominational
Attainment on entry		Lower than Hertfordshire/National Average
Mobility of school population		2018-2019 50 new starters, 37 leavers 2019-2020 37 new starters, 32 leavers 2020-2021 25 new starters, 33 leavers 2021-2022 From Sept 20 to Jan 22 – 11 new starters, 19 leavers
Pupils eligible for FME	60	14%
Deprivation factor		
Disabled staff	1	
Pupils with physical disability	4	2 Mobility 1 HI 1 VI = 0.93%
Pupils with SEN	65	50 one need, 14 two needs, 1 more than two needs = 15.1%
BME pupils	285	67%
BME staff	16	26%
Pupils who speak English as an additional language	215	51%
Average attendance rate		**Attendance 2017-2018**: 95.5% auth 3.3% unauth 1.2% **Attendance 2018-2019**: 95.0% auth 3.3% unauth 1.6% **Attendance 2019-2020:** 91.9% auth 6.6% unauth 1.5% **Attendance 2020-2021**: 94.3% auth 4.6% unauth 1.1% **Attendance 2021-2022**: so far 94.1% auth, 4.8% unauth, 1.2%
Significant partnerships, extended provision, etc.		Children's Centre, DSPL 9, Apex, Acorns Centre, Chessbrook, Xtra Time
Awards, accreditations, specialist status		National Nurturing Schools Award, Dog Mentor – Silver, EYFS Gold Quality Mark, Woodland Trust Gold Award, British Council International School Accreditation, Herts Silver Primary Languages Quality mark

Accessibility Plan

Context:

The intention of the Accessibility Plan is to:

1. Increase the extent to which disabled pupils can participate in the school curriculum,
2. Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, and
3. Improve the delivery of written information to disabled pupils.

Description of school

The original school was built in 1975. The Mulberry building was built in 2014. The Chestnut building has undergone a significant refurbishment during the academic year 20-21 due to a heating and hot/cold water piping replacement project. Access to the school grounds is via three lockable entrances, two from the public highway and one from the adjacent playing fields. All visitors need to report to the school office which is signposted. The site is all on one level. There are 4 buildings on site, Chestnut and Mulberry buildings, the Nursery and The Hub. All doors into the buildings are lockable, staff know the entrance codes and there are buzzers and voice links to the school office. A new key fob entry system was installed 2020-21. There is CCTV which views the external areas of Mulberry Building, and some internal rooms of Chestnut Building.

We have procedures in place to assist any pupil or visitor with a physical disability. Visitors wait in the foyer in the reception area until granted access by one of our office staff.

School facilities

There are two designated disabled parking bays. Each building has toilets, however the Hub only has pupil toilets, staff have to use those in one of the other buildings. All doorways have wheelchair access apart from the new Year 1 Maple classroom door. This should be put in 21-22. The classroom is accessible through the Year 1 corridor however. There is a covered walkway between Chestnut and Mulberry buildings. Where children or adults have a physical disability, where appropriate, a risk assessment will be undertaken and designated escort will be available in case of evacuation. Should any information be inaccessible to any stakeholder, the school can arrange either to translate, read and/or explain the contents. The school will endeavour to make reasonable adjustments whenever necessary. Visually contrasting colours are used on all external signage. Our fire alarm system provides visual aid for people with impaired hearing. All pregnant workers have a risk assessment which is reviewed throughout their pregnancy and also upon their return to work.

Classroom facilities

All classrooms, apart from Year 1 Birch, have external doors. This classroom has however got an external corridor leading to outdoors. To improve acoustics throughout the school for people with impaired hearing, most classrooms are carpeted. We also have Sound Field Systems in all classrooms and the assembly hall. All classrooms are kept cleared of hazards and furniture is appropriately placed.

Curriculum

The school provides a curriculum which meets the diverse needs of the pupils and support from teaching staff, teaching assistants and other professionals is targeted according to children's individual needs

Identifying Barriers to Access: A Checklist

This list has been used to help us identify barriers to access that may exist in our school. The list is not exhaustive but has encouraged us to ensure a flexible approach to the further questioning of the accessibility at Cherry Tree Primary School. The checklist was completed by Cheska Tyler (Headteacher) and Emma Hill (Assistant Headteacher)

Section 1: How does your school deliver the curriculum?

	Red	Amber	Green
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled children?			X
Are your classrooms optimally organised for disabled pupils?			X
Do lessons provide opportunities for all pupils achieve?			X
Are lessons responsive to pupil diversity?			X
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			X
Are all pupils encouraged to take part in music, drama and physical activities?			X
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?			X
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?			X
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?			X
Do you provide access to computer technology appropriate for students with disabilities?			X
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?			X
Are there high expectations of all pupils?			X
Do staff seek to remove all barriers to learning and participation?			X

Section 2: Is your school designed to meet the needs of all pupils?

	Red	Amber	Green
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?			X
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			X
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			X
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?			X
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? N/a			
Are any of the décor or signage considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			X
Are areas to which pupils should have access well lit?			X
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?			X
Is furniture and equipment selected, adjusted and located appropriately?			X

Section 3: How does your school deliver materials in other formats?

	Red	Amber	Green
Do you provide information in simple language, symbols large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		![amber]	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities eg by reading aloud writing on the whiteboard and describing diagrams?			![green]
Do you have the facilities such as ICT to produce written information in different formats?			![green]
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		![amber]	

Access Action Plan

This plan has been created for Cherry Tree Primary School after reviewing all aspects of the school site, the Inclusion Policy and the Equality Plan, and looking at options for improving accessibility within existing arrangements. The school has four years in which to meet the objectives. However, the school will monitor the implementation of the plan at least annually and keep under review the access needs of the school. In addition, the school will report on the progress of the plan at least yearly to the Local Governing Committee.

Target	Action	Desired Outcome	Timescale	Review/evaluation
Section 1: How does your school deliver the curriculum?				
To ensure that accessibility/ inclusion is understood by all staff and that it underpins all we do	Share the S.E.N policy and SEN information report with staff. Share the equalities plan with staff. Ensure all pupils have access to Quality First Teaching. LMT to monitor differentiation and provision for pupils. To ensure disabled parking spaces remain free for those who require them.	All members of school staff are aware and understand accessibility and inclusion. Policies and plans ratified by the Local Governing Body Accessibility and inclusion issues improved throughout the school	These policies are reviewed annually	
Ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils and that, through the training, classrooms are optimally organised for disabled pupils	SENCo to book targeted specialist SEN training for individual teachers according to the needs of the class (e.g. VI, ASD, HI) Access advice and strategies via the appropriate external agency e.g. Educational Psychologist, Colnbrook Outreach, Chessbrook, SPLD Base and Specialist Teachers. Ensure training for TAs as well as teachers.	Teachers empowered through training to support all pupils access to the curriculum Staff will be confident in managing specific needs within the classroom and school environment. Staff will be confident to use technology to support pupils with disabilities	Training to be sought and booked following discussions with the teachers at the earliest opportunity. Referrals made to the appropriate agencies.	
To continue to meet the social and emotional needs of our children	To use the Hub as appropriate. To develop this space in the Community Room. To create a sensory space for children to freely access. Positive rewards. Use of calm start, reflection, zones of regulation. Refer individuals to Chessbrook R and R Use of school counsellor Use of pastoral team	All children feel included and have strategies to make and maintain friendships. Children happy, good self-esteem and making good progress.	On-going	
Section 2: Is your school designed to meet the needs of all pupils?				

Promote and reflect the diversity of our children and their families	School to add welcome signs in other languages Seek parents who are willing to come in to school for assemblies and sessions with the children about their faith Assembly plans to reflect different faiths Promote British values To ensure availability of written materials in alternative formats when specifically requested Ensure documentation is accessible for parents e.g. not using educational jargon.	Diversity reflected much more in the school. Every child and every family feels acknowledged and reflected in our provision. A greater understanding of diversity.	On-going.	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	*Update signage including front entrance and around the school site.* *Develop main entrance of the school.* *Improve signage to main entrance to ensure clarity.*	*Clarity of direction throughout the school site.* *Safety when moving around school site, especially for visitors.* *Updated signs resulting in a consistent approach.*	*Spring Term 2021*	
	Section 3: How does your school deliver materials in other formats?			
To ensure classroom set up effectively for all children and SENCo to be responsible for monitoring this	Staff aware of noise level i.e., computer/projector/heaters and position children with SEND away from them Continue to provide children with visual timetables and 'now and next' boards if they need them Continue to provide work stations as needed Scaffold learning e.g. use of visuals, word banks, writing frames etc.	All children able to access the lesson, whiteboards and displays visible to all children. all children able to communicate effectively. teachers more confident in meeting needs of all children. All staff aware and using recommended strategies. Staff have increased knowledge and confidence to meet needs of all children in class. All children making good progress.	On-going	
Ensure that all children have access to the resources they	Subject leaders to audit resources	All children in school able to access all areas of school and the curriculum.	Every term and linked closely to budget	

need in order to access the learning and make good progress.	SENCo to continue to liaise with outside agencies in terms of resources needed for children with SEND Continue to use pupil progress meetings to identify groups of children and individuals that need extra support and interventions. Ensure hearing and visual environment in classroom is monitored to support hearing impaired and visually impaired. Continue to map out these interventions and track the impact of them on the provision map which is reviewed four times a year. Use Senior Leader to support Year 1 phonics Consider purchasing Numicon resources and staff to attend training	To use ICT to support learning where appropriate. Seek advice from HI and VI advisory team. All children make good progress.	October, December, February and June of each year. As above. September of each year, depending on budget and then on-going monitoring.	
Ensure information is available in simple language, symbols large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information.	*Upskill teachers in the various needs of pupils.* *Upskill admin staff of the needs some of our families may have.* *Make clear expectation that various documents and resources need to be available in a variety of formats.* *Ensure staff are aware of how to obtain these.* *Consider lead member of staff on this?*	*All documents, messages, signs are available in all formats catering for any need.* *Clarity of message consistent.*	*2021 Spring and Summer Term.*	
Ensure that staff are familiar with technology and practices developed to assist people with disabilities.	*Identify past training.* *Book in up to date training for all staff including support staff and admin.* *Revisit this in termly CPD cycle.* *Work closely with members of staff where specific assistance is needed.*	*Staff are clear and confident in supporting people with disabilities.*	*2021 Spring and Summer Term.*	

Equality Action Plan 2021/2022

Equality Objective	Protected Characteristic	R	A	G	Responsibility	Measurable Success Indicator	When	Outcome/evaluation
Gaps close in attainment and progress between all groups of vulnerable pupils	Age Disability Gender reassignment Marriage/Civil Partnership Pregnancy and Maternity Ethnicity and race Religion and belief Sex Sexual orientation				Class teachers Phase Leaders SLT Curriculum Leaders analyse data, ensure actions taken close gaps and impact positively on attainment and progress. SLT will ensure in PPMs gaps are identified and provision is appropriate.	• Teaching is good or better in all classes. Focused CPD - PP training, reading, writing, fluency, SEND, SLT to support. • TLC introduced to improve the quality of teaching • Teachers have a clear knowledge of progression and skills in all subjects • Outcomes/books/pupil voice/learning walks show evidence of excellence. Gaps in reading, writing and maths are closing. Children show aspiration and know what they need to do to improve further. End points are met • Assessment is used effectively so that: Vulnerable groups are identified by teachers, phase leaders and SLT Pupil outcomes are regularly analysed monitored for trends. Additional support is in place where required so that gaps are narrowing or closed. Current research has been used to ensure interventions are effective. • Outcomes for all children (attainment and progress) has been improved. • EHCP's reviewed regularly	ongoing	Progress has been affected for all children due to previous lockdowns however our recovery curriculum prioritised pupil wellbeing which is evident in children's settling in. New Pastoral team assisting with key individuals and their families, Spring 1 Inclusion meetings provided clear actions for vulnerable pupils
Develop and embed a staff culture that encourages and values equality, diversity and inclusion across our workforce enabling all staff to achieve their very best.	Age Disability Gender reassignment Marriage/Civil Partnership Pregnancy/Maternity Ethnicity and race Religion or belief Sex Sexual orientation				HT All Staff	• HT to be open and offer to talk to staff should they wish so they can participate and speak freely about EDI and their experiences, and make recommendations in a bid to eliminate any prejudice or systemic racism • Consider a staff forum where school can agree a common language so all staff feel safe to openly discuss ethnicity, culture, prejudice, racism, anti-racism. • Join in with LHS staff forum where appropriate to learn from their experiences • Conduct EDI survey for staff to gain a better understanding of people's views and approaches		HT and some members of SLT have attended parts of the LHS staff forum and have been given minutes from these. Work has gone in to creating an agreed vocabulary list to assist confidence. EDI survey has been taken.

Equality and diversity are promoted through all aspects of teaching and learning.	Age Disability Gender reassignment Marriage/Civil Partnership Pregnancy/Maternity Ethnicity and race Religion or belief Sex Sexual orientation				All stakeholders	• Subject leaders review their subjects with support from AHT to ensure a diverse range of voices and experiences are explored. • Subject leaders to ensure that there is a balanced view of historical events and people investigated. • English lead to ensure there is a broad range of diverse texts for children to access. • Teach anti-racism throughout the whole school curriculum. • Outdoor learning experiences to be mindful of protective characteristics. • All protective characteristics to be considered when planning celebrations of festivals to ensure a broad range of diverse events are recognised. • Wider school events to reflect celebrations from a range of religions or ethnicities • Complete a parent voice to gain views on the new curriculum at the end of 2022 • Staff to review new curriculum at end of 2022 • Create a programme of assemblies to promote diversity and inclusion. • Provide opportunities for children and staff to talk about their own culture, diversity e.g. Africa topic in Year 1. • When planning lessons staff are beginning to ask themselves: is this balanced? Is this accurate? Who benefits from this narrative? Are the sources trustworthy? Why are things told in this way? • Staff to begin to teach children to question what they are told/what they are learning as above (longer term aim can't be completed in one year) • Diverse range of reading material across the school.		Sept 2020 Reorganised and new curriculum launched. Sept 2021 refined. Autumn 1 evidence of the celebration of different cultures in 'who are we?' theme. Jan 2022 Evidence of people from minority groups being explored in curriculum topic 'how does the world work?' Book audit completed and funds spent explicitly on EDI texts.
All staff appointments and promotions are made on the basis of ability					Trust SLT	• Anonymised applications to acknowledge potential unconscious bias in the recruitment process, prioritising the very best candidate for any role		My New Term (recruitment tool) has allowed us to anonymise applications to ensure

| and in compliance with the law.

Staffing of the school reflects the diversity of the community. | | | | | | • Recruitment to positively reflect the diversity of our school community
• Enhance diversity on interview panels
• Trustee/governor recruitment to positively reflect the diversity of our school community | | unconscious bias is not evident.

Staff EDI survey suggested that during recruitment processes, staff could identify with someone on the panel. |