

Holy Trinity C of E School, NW3
Access Plan
September 2014/July 2017



Starting points

A person has a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. Disability Discrimination Act 1995, Section 1

1a: Our vision and values

To provide high quality and efficient provision for all children with disabilities in order that they may be fully included in all aspects of school life and to seek acceptable alternatives when this is not possible.

1b: Information from pupil data and from other stakeholders

We currently have under 5% of pupils on our Record of Disabled Pupils. These include pupils with hearing and speech disabilities, serious exzema and allergies, exceptional behavioural difficulties, eyesight difficulties and pupils with an inability to concentrate, learn and understand which qualifies them as disabled under the terms of the law . We are able to meet these pupils' needs within the normal provision of the school. We currently have two parents with a physical disability which means they needs help to access certain parts of the school. No members of staff or governors have notified management of a disability. External access to the site is challenging for those with a physical disability.

Governors have commissioned a masterplan for the school which will enable full disabled access throughout the school. Phase 1 of the redevelopment starts in October 2007. Due to a change in Government in May 2010, changes in the way schools are funded and the removal of funds from the Building Schools for the Future Programme, the timescales for this masterplan have had to be readjusted.

1c: Views of those consulted during the development of the plan

We used the following methods to consult on disability and other issues raised in this plan:

- Rights Respecting council
- Pupil questionnaires
- Parent questionnaires
- Staff Professional Development meetings
- Informal discussions with parents, staff, specialist advisors (eg occupational therapist, speech and language specialist)

At Holy Trinity C of E Primary School we are fully committed to equality of opportunity and high expectations for all children. We make the following commitments:

2a: We will provide an environment in which all pupils with disabilities feel valued and included

Commitments	Planned impact on pupils with disabilities	Links to policies
To fully involve parents in their child's education	Parents are aware of the school and any outside agency's goals and targets, using this to support the children.	Special educational needs, Inclusion policies
To implement acceptable alternatives when a child cannot participate in an aspect of school life	Pupils feel included in all aspects of school life. Other children learn to accept and value children with disabilities	Special educational needs, Inclusion, Equal Opportunities policies. Behaviour and PSHE policy.
To make all staff aware of their responsibilities for removing barriers to learning	Staff are providing effective support which leads to greater progress and inclusion for all children	Special educational needs, Inclusion, Equal Opportunities policies.
To consult regularly with children on their thoughts and wishes	Pupils have a say in decision that affect them and feel a sense of control over their education	Special educational needs, Inclusion policies.

2b: Increase the extent to which pupils with disabilities can participate in the school curriculum

Commitments	Planned impact on pupils with disabilities	Links to policies
To fully incorporate disability issues into the citizenship curriculum	All pupils have an understanding of disability issues	Special educational needs, Inclusion, PSHE policies
To develop a range of ICT resources to meet the specific needs of pupils with disabilities	Pupils have greater access to the curriculum and make increased academic progress	Special educational needs, Inclusion, ICT policies.
To investigate ways of communication such as signing, symbols and use of other communication aids when a pupil's needs necessitate these	Pupils are able to communicate more effectively with others and have increased access to the curriculum and social networks	Special educational needs, Inclusion policies.
To train teaching assistants to deliver relevant intervention programmes	Increased confidence and understanding will lead to more effective support and intervention for pupils with disabilities	Special educational needs, Inclusion, School Improvement Plan
To ensure that all stakeholders receive written information in a format they are able to access	Pupils are able to do homework, take tests and exams	Special educational needs, Inclusion policies

2c: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Commitments	Planned impact on pupils with disabilities	Links to policies
To provide a medical room	Medication safely stored and private facilities provided for sick children	See architect's drawings
To provide toilets that can be used by disabled adults and children	Access to toilets	See architect's drawings
To provide a lift to facilitate access to the first floor for all members of the school community	All members of school community can access all teaching areas	See architect's drawings
To provide a playground that is safe, inclusive and accessible for all children	Pupils with disabilities will be able to play with other pupils leading to good social inclusion	See architect's drawings

Access action plan 2014—2017

We will provide an environment in which all pupils with disabilities will feel valued and included

Key aims	Actions	Success criteria	Timetable	Resources	Monitoring	Evaluation
To fully involve parents in their child's education	<ul style="list-style-type: none"> - Termly meetings with parents to review IEP and inclusion provision map - Regular informal reports (especially successes) from teacher - Leadership team have open door policy 	Parents have high level of awareness of school and outside agencies' goals and targets and have means to support child at home if possible	Ongoing	Teachers of pupils with disabilities are provided with cover for directed time in which to meet parents, SENCO and other advisors	Inclusion leader monitors Feedback from parents	
To implement acceptable alternatives when a child cannot participate in an aspect of school life	<ul style="list-style-type: none"> - After School Clubs leader ensures the choices of pupils with disabilities are prioritised - Inclusion leader pre-plans alternative arrangements for special occasions - Inclusion leader consults with Inclusion leaders of schools with resources bases when required 	Pupils with disabilities feel included in all aspects of school life. Other children learn to accept and value pupils with disabilities	Ongoing	Inclusion leader has time to consult specialists	Inclusion leader monitors Feedback from pupils	
To make all staff aware of their responsibilities for removing barriers to learning	<ul style="list-style-type: none"> - Staff meeting & HT/Support staff meeting on disability issues - Training on specific interventions - Induction for new members of staff - Teacher/TA weekly meetings - Involvement of learning mentor 	Pupils with disabilities make good progress and feel included due to effective provision and practice by all staff	Ongoing	Inclusion leader's time to plan training for teachers and support staff meetings Time for teacher/TA meetings weekly	Induction procedures and staff meeting minutes	
To consult regularly with children on their thoughts and wishes	<ul style="list-style-type: none"> - Ensure pupils with disabilities are represented on Rights Respecting council - Discuss special events 1:1 - Record views formally for annual reviews 	Children have a say in the decisions that affect them and feel in control of their education	Ongoing	Inclusion leader's time	Records of meetings with pupils	

We will ensure that pupils with disabilities can participate in the school curriculum

Key aims	Actions	Success criteria	Timetable	Resources	Monitoring	Evaluation
To keep up to date with disability issues within the citizenship curriculum	<ul style="list-style-type: none"> - Inclusion leader to review PSHE curriculum - Plan series of assemblies on disability awareness during annual Disability Awareness Week 	All pupils have an understanding of disability issues	Ongoing	Inclusion leader's time to review and plan assemblies	S & C governors Inclusion leader	
To continue to source a range of ICT resources which respond to pupils' particular needs	- Curriculum leaders continue to build a resource bank of information about software and hardware specifically designed to meet the range of needs of pupils with disabilities	Pupils with disabilities are able to access the curriculum through the use of ICT and make good progress	Ongoing	Use of delegated budget for resources ICT leader's time for research	Inclusion leader, Curriculum Leaders	
To investigate and implement as necessary ways of communicating such as signing and use of symbols	<ul style="list-style-type: none"> - SENCO has information on training providers for communication means such as Makaton, sign language - AM has contacts with agencies providing BSL translators 	Pupils and parents with disabilities are able to communicate with peers and staff and have access to the curriculum and social networks	Ongoing	Use of delegated budget for purchase of training and resources when identified as meeting a particular pupil's needs	Inclusion Leader	
To train teaching assistants to deliver effective intervention programmes	<ul style="list-style-type: none"> - Inset and 1:1 training for TAs on specific interventions for literacy and numeracy - Trained TAs are able to model interventions to peers 	Effective support for pupils with disabilities leading to higher attainment	Ongoing	Time for training	Inclusion leader	

We will provide a physical environment which will increase the extent to which pupils with disabilities can take advantage of education and associated services

Key aims	Actions	Success criteria	Timetable	Resources	Monitoring	Evaluation
To provide a medical room	<ul style="list-style-type: none"> - Work with architect to ensure medical room provides for needs of pupils with disabilities - Work with LDBS to fund redevelopment of school 	Medical room provides appropriate facilities for pupils with disabilities	Annual Review of Budget & 3 year projection to discuss funding for this project	Funding	F & P governors Headteacher	
To provide toilets that can be used by disabled adults and children	<ul style="list-style-type: none"> - Work with architect to ensure toilets provide for needs of pupils and parents with disabilities - Work with LDBS to fund redevelopment of school 	Toilets provide appropriate facilities for all members of the school community who have disabilities	Annual Review of Budget & 3 year projection to discuss funding for this project	Funding provided by LDBS as part of office redevelopment.	F & P Governors Headteacher	Completed Autumn term 2011
To provide a lift that can give access to the first floor to all members of the school community	<ul style="list-style-type: none"> - Work with architect to lift enables all members of school community can access first floor - Work with LDBS to fund redevelopment of school 	All members of the school community are able to access all teaching areas	Annual Review of Budget & 3 year projection to discuss funding for this project	Funding	F & P Governors Headteacher	
To provide a playground that is safe, accessible and inclusive for all children	<ul style="list-style-type: none"> - Consult with pupils and parents re design of playground - Work with architect to ensure playground provides for needs of pupils with disabilities - Work with LDBS and Parents in Partnership to fund redevelopment of school playground 	Pupils with disabilities are able to play with other pupils	Ongoing	Funding	F & P Governors Headteacher	

Management and implementation of the plan

The access plan was approved by governors in November 2007 and was reviewed in 2008 and 2009. In 2010 and 2014 the plan was re-written and re-submitted to Governors. The action plan is linked with the School Self Evaluation and School Improvement Plan and forms part of the annual school improvement cycle.

The plan is available to all stakeholders, currently on request at the school office and via the school's website.

May 2014