



HOLY TRINITY CE PRIMARY SCHOOL

*Strength for today,  
Bright hope for tomorrow*

## **Accessibility Plan**

**Previous Review:** September 2018

**This Review:** September 2021

**Next Review:** September 2024

**Frequency of Review:** Every 3 years

**Responsible Committee:** Full Governing Body

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## 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 Christian 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. Our hope in God leads us to have high aspirations for our learning community, including those with special educational needs and disabilities. Everyone in our school is important and included. We value the uniqueness of each child, made in the image of God, and seek to provide a holistic, enriched curriculum and pastoral care, empowering everyone with the strength, knowledge and wisdom to succeed and flourish.

Christian values are embedded in all aspects of school practice and support us in achieving a safe and supportive learning environment where the rights of all children are respected. This is consistent with the Church of England Vision for Education (Autumn 2016). 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.

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

Our 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.

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

## 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](#).

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out 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. 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. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

### 3. Action plan

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

Governors have commissioned a masterplan for the school which will enable full disabled access throughout the school. Phase 1 of the redevelopment was due to start in October 2007. However, due to 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. **Is it worth still going on about this when the money isn't coming, the school layout has changed since those plans were drawn up and the needs of the children have changed?**

#### 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:

- Pupil and parent feedback from annual reviews
- Pupil focus groups, including pupils with SEND
- Pupil questionnaires
- Parent questionnaires & PTA
- Staff Professional Development meetings
- Informal discussions with parents, staff, specialist advisors (eg occupational therapist, speech and language specialist)
- Architects/LDBS site managers

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for	<i>Our school offers a differentiated curriculum for all pupils.</i>	<i>Improve the quality of target setting on My Plans</i>	<i>INSET devoted to 'the graduated approach',</i>	SENDCo	Sept 24	Targets on My plans are SMART. More children meet their

pupils with a disability	<p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>We work in partnership with other agencies to provide highly individualised plans where necessary e.g. mentoring services</i></p> <p><i>We engage in projects with specialist services to improve accessibility to learning at a universal level, as well as at an individual level e.g. Listen-EAR project with Camden Speech, Language &amp; Communication Service.</i></p> <p><i>We support our partners e.g. after-school care provider to understand and support the needs of all our children.</i></p> <p><i>We enjoy good relationships with professionals from other services and use them effectively to support the needs of our pupils, families and staff.</i></p> <p><i>We have a dedicated pastoral Support Worker on-site to support</i></p>	<p><i>Improve the level of co-production of My Plans with parents and pupils</i></p> <p><i>Curriculum resources created by or sourced by teachers to include examples of people with disabilities.</i></p> <p><i>Improve the delivery and monitoring of interventions to ensure they have impact.</i></p>	<p><i>effective differentiation and SMART target setting. Non-negotiables for My plans to be issued.</i></p> <p><i>Buy provision mapping software that generates target and tracks provision.</i></p> <p><i>Schedule specific parent evenings for parents of SEND children, so Inclusion Leader can monitor the effectiveness of communication &amp; co-production.</i></p> <p><i>Hold staff meeting to ensure teachers know how to access images e.g. clip art of disabled children, so they can be included in resources. Monitor books during book looks.</i></p> <p><i>SENDCo and subject leads to monitor and measure the impact of interventions and the</i></p>	<p>SLT / SENDCo</p> <p>SLT / SENDCo</p> <p>SLT &amp; Subject leaders</p> <p>SENDCo &amp; Subject leaders</p>	<p>Sept 24</p> <p>Sept 24</p> <p>Sept 24</p> <p>Sept 24</p>	<p>targets on a termly basis.</p> <p>Co-production details on My Plans.</p> <p>Evidenced during learning &amp; environment walks and book scrutinies.</p> <p>Disabled pupils represented in books in all years and across the curriculum.</p> <p>More children meet their My Plan/EHCP targets.</p> <p>Children make more progress against national measures.</p>
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	<p><i>pupil's mental health and well-being and vulnerable parents.</i></p> <p><i>We have invested in Chrome books – laptops instead of fixed pcs, so that IT can be used flexibly to support children within the classroom.</i></p>	<p><i>Ensure children with SEND are represented in pupil focus groups (pupil voice) and are encouraged to stand for House Captain roles.</i></p> <p><i>SEND pupils to be more involved in the access audits and plan where appropriate.</i></p>	<p>delivery of SEND provision.</p> <p>SLT/teachers to encourage children with SEND to apply for positions of responsibility. Positive discrimination applied where appropriate. Monitor inclusion of children with SEND in pupil focus groups (pupil voice).</p> <p>SEND pupils to accompany Premises Manager during audits where appropriate e.g. pupil with mobility difficulties to test layouts</p>	<p>Pastoral Support Worker</p> <p>Premises Manager</p>	<p>Sept 24</p> <p>Sept 24</p>	<p>SEND children regularly represented.</p> <p>RRS council are aware of access issues and can voice views of the pupils.</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>Despite our inability to put Masterplan in action, access to the school has been improved over the last few years to meet the needs of pupils and other stakeholders:</i></p> <ul style="list-style-type: none"> <li><i>• 2 disabled toilets now built and in use</i></li> </ul>	<p>Improve access to bottom playground and vice versa – slippery when weather is wet.</p>	<p>Remove climbing equipment and play surface in upper playground.</p> <p>Playground re-surfaced to make it safer for</p>	<p>Premises Manager</p> <p>Premises Manager</p>	<p>Sept 2024</p> <p>Achieved Sept 22.</p> <p>Sept 2024</p>	<p>Playground equipment and slippery play surface removed.</p> <p>Playground re-developed with consistent surface.</p>

	<ul style="list-style-type: none"> <li>• <i>Office/reception area access and layout improved for pupils and other stakeholders with mobility issues</i></li> <li>• <i>Access to the school hall improved for children with mobility issues</i></li> <li>• <i>Classrooms have been enlarged where possible to make layouts more accessible to children with disabilities</i></li> <li>• <i>School took part in a Listen Ear project to make the physical environment communication friendly</i></li> <li>• <i>Lighting has been improved in classrooms and in the hall to improve visibility</i></li> <li>• <i>Occupational Therapist used to advise on classroom layouts etc.</i></li> <li>• <i>Sensory equipment purchased and used to support individual children as directed.</i></li> </ul>	<p>Improve uneven surface of playground, where it has been patch-filled.</p> <p>Explore ways of improving the noise quality in the hall</p> <p>Explore the viability of ramps into the office and school playground – safe on the slope?</p>	<p>children with mobility/sight difficulties</p> <p>Seek advice from OT and possibly architect.</p> <p>Funding £60,000 obtained through Inclusive Spaces, Inclusive Schools grant.</p> <p>Seek advice from OT and possibly architect/LDBS site manager.</p>	<p>SLT/School surveyor</p> <p>School surveyor</p>	<p>Playground resurfaced Summer 2021. Will be resurfaced again Summer 2022 during major playground re-development.</p> <p>Sept 2024</p> <p>Achieved Spring 2022 - baffles and new flooring in place.</p> <p>Sept 2024</p> <p>Spring 2022</p> <p>This was deemed unviable, as it would take out too much of the playground/</p>	<p>Noise quality improved. Pupils with sensory needs are more able to tolerate the lunchtime environment/fewer ear defenders requested.</p> <p>Easier access for wheelchair users, prams and stakeholders with mobility issues.</p>
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		Develop a designated 'safe space' for pastoral work.	Seek advice from OT and possibly architect. Funding £60,000 obtained through Inclusive Spaces, Inclusive Schools grant.	SLT/School surveyor/Pastoral Support Worker	slope and create a risk in itself.  Sept 2024 Completed Aut 2021	Designated private space exists and pupils know where it is.
		Build a distraction-free pod for Attention Autism intervention.	Seek advice from OT and possibly architect. Funding £60,000 obtained through Inclusive Spaces, Inclusive Schools grant.	SLT/School surveyor	Sept 2024 Completed Aut 2021	Designated distraction free space is built and is being used by staff, pupils and professionals.
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Letters</i></li> <li>• <i>Texts</i></li> <li>• <i>Newsletters</i></li> <li>• <i>Blogs</i></li> <li>• <i>Website</i></li> </ul>	Establish source of sign interpreters is required.  Review the communication methods used in view of parent comments.	Contact John Barnes School regarding sign interpreters.  Executive Head and Governor to discuss.	SENDCo  Executive Head	Sept 24 Completed Aut 21  Sept 24 Exec Head and Governor met Spring 2022.	Contacts in place in case a sign interpreter is required.  Communication guidelines drawn up for staff, so they are clear on which

	<ul style="list-style-type: none"> <li>• <i>Twitter feed</i></li> <li>• <i>Texts to mobiles</i></li> <li>• <i>Messages via Dojos</i></li> <li>• <i>Telephone</i></li> <li>• <i>Meetings</i></li> </ul> <p><i>We ensure our classrooms are as 'communication friendly' as possible through:</i></p> <ul style="list-style-type: none"> <li>• <i>Visual timetables</i></li> <li>• <i>Now/next boards</i></li> <li>• <i>Clear labelling with pictures</i></li> <li>• <i>Word walls/towers</i></li> <li>• <i>Use of colourful semantics symbols</i></li> <li>• <i>Working walls</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Copying on coloured paper</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul> <p><i>We have invested in Communicate &amp; Print software so that we can make our own visuals to support children with language and Communication needs.</i></p> <p><i>We use access arrangements to support SEND children to achieve their potential in the SATS.</i></p>	<p>Introduce teaching strategies that reduce cognitive load on working memory.</p> <p>Introduce strategies that help to move facts from working memory into long term memory.</p>	<p>Locate research.</p> <p>Ask EP if he can do initial training.</p> <p>Teachers undertake action research project - test and evaluate strategies that can be embedded in practice.</p>	<p>SLT &amp; Teachers</p>	<p>Sept 2024</p>	<p>methods to use for what.</p> <p>Teachers create a brief handbook with strategies that have worked for future reference/ECTs.</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 approved by the governing board.

#### **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				