



HOLY TRINITY CE PRIMARY SCHOOL

*Strength for today,
Bright hope for tomorrow*

Accessibility Plan

Previous Review: September 2021

This Review: September 2024

Next Review: September 2027

Frequency of Review: Every 3 years

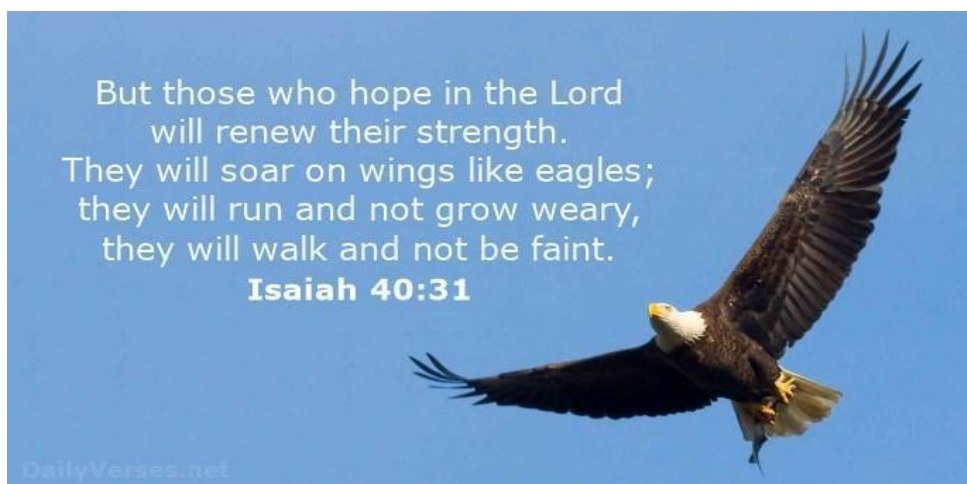
Responsible Committee: Full Governing Body

Contents

.....	2
1. Aims.....	3
2. Legislation and guidance	3
3. Accessibility Action Plan	5
4. Monitoring arrangements	10
5. Links with other policies	10
Appendix 1: Accessibility audit	Error! Bookmark not defined.

.....

Holy Trinity is a Church of England school with a mission to educate 'for life in all its fullness' in line with the Church of England's Vision for Education. We teach a broad and balanced curriculum so that all pupils can flourish. We want our pupils to be aspirational and believe they can achieve their goals. Our school's unique Christian vision is:



This piece of scripture was chosen because it talks of the hard work required to reach aspirational goals and reminds pupils that they can draw strength from God in the course of their endeavours. There are 3 core drivers that inform our practice and helps us to realise our school vision:

- Raising Aspirations
- Reaching Our Potential
- Learning to Live Well Together

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. 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. 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. Accessibility Action Plan

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

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 (e.g. 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
Aim 1: Improvements in access to the curriculum	<p><i>Our school adapts the curriculum for pupils with additional needs.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p>	<p><i>Ensure appropriate use of specialised equipment to benefit individual students.</i></p>	<p>Specialised equipment will be purchased and used where a need is identified by a physio, occupational therapist or other professional.</p>	SENDCo	Sept 27	Children to meet individual targets set out in IEPs.

	<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. Playground Project project with Camden Speech, Language & Communication Service.</i></p> <p><i>We communicate with 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 pupil's mental health and well-being and vulnerable parents.</i></p>	<p>Ensure classroom support staff receive training for specific disabilities and medical needs.</p> <p>Ensure all educational trips and events to be accessible to all.</p> <p>Audit of extra-curricular activities to ensure participation of disabled pupils.</p> <p>Classrooms are organised to promote the participation and independence of all pupils.</p>	<p>Training provided to staff. Staff able to use NASEN resources.</p> <p>Provide staff with guidance for booking trips that are accessible for all.</p> <p>Ensure all trips are checked for their appropriateness prior to the event.</p> <p>Complete audit at least annually identifying needs of students and adjustments that need to be made.</p> <p>New display policies to go through with teachers during INSET day.</p>	<p>SLT / SENDCo</p> <p>SLT / SENDCo</p> <p>SLT & Subject leaders</p> <p>Head Teacher</p>	<p>Sept 27</p> <p>Sept 27</p> <p>Sept 27</p> <p>Sept 27</p>	<p>Increased confidence in support staff to support children with specific disabilities and medical needs.</p> <p>All children in school are able to access educational visits.</p> <p>All children in school to be able to participate in extracurricular activities.</p> <p>Classrooms are well organised and children know where all equipment is.</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>All classrooms have the same visuals to ensure consistency</i></p>					
<p>Aim 2: Improve and maintain access to the physical environment</p>	<p><i>Disabled toilets in use</i></p> <p><i>Office/reception area access and layout improved for pupils and other stakeholders with mobility issues</i></p> <p><i>Access to the school hall improved for children with mobility issues</i></p> <p><i>Classrooms have been enlarged where possible to make layouts more accessible to children with disabilities</i></p> <p><i>Lighting has been improved in classrooms and in the hall to improve visibility</i></p> <p><i>Occupational Therapist used to advise on classroom layouts etc.</i></p> <p><i>Sensory equipment purchased and used to support individual children as directed.</i></p> <p><i>New playground developed with all children's voices included.</i></p> <p><i>Playground re-developed with consistent surface.</i></p>	<p>Develop the pod for the changing needs of the children.</p> <p>Develop courtyard to promote mindfulness and self-regulation.</p> <p>Review handrails on the playground.</p>	<p>Install storage for sensory circuit's equipment.</p> <p>Include display board for TAs to refer to.</p> <p>Create two new work stations.</p> <p>Mirrors and wind chimes to be installed</p> <p>Benches to be painted black.</p> <p>Area to be launched to children and staff.</p> <p>Health and Safety audit by school surveyor.</p>	<p>Premises manager/School surveyor</p> <p>SLT/ American School London volunteer day.</p> <p>Premises Manager/ School surveyor</p>	<p>October 24</p> <p>October 24</p> <p>January 25</p>	<p>Children with high needs meet the targets on their IEPs.</p> <p>Playground is compliant with all health and safety.</p>

	<p><i>Playground equipment and slippery play surface removed.</i></p> <p><i>Designated distraction free space built and used by staff, pupils and professionals</i></p> <p><i>£60,000 funding through inclusive spaces schools has meant that we have a distraction-free pod for Attention Autism intervention.</i></p> <p><i>Noise quality in hall improved so pupils with sensory needs are more able to tolerate the lunchtime environment.</i></p>	<p>Improve toilets for the needs of our children with SEND</p>	<p>Toilets to be re-built so they are fit for purpose. To include rails, individual sinks and different sizes for children.</p>	<p>SENCO application to LA</p>	<p>TBC</p>	
<p>Aim 3: Improve the delivery of information to pupils with a disability</p>	<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"> • <i>Letters</i> • <i>Blogs</i> • <i>Website</i> • <i>Telephone</i> • <i>Meetings</i> <p><i>School has reduced the amount of communication methods following feedback from parents such as twitter, class dojo and texts.</i></p>	<p>Re-launch classroom visuals so there is consistency across all classes.</p> <p>Embed strategies that help to move facts from working memory into long term memory.</p> <p>Launch clinker; a literacy programme recommended by our Occupational Therapist to support writing.</p>	<p>New display policy to be communicated during INSET day.</p> <p>Scrutinise planning to ensure retrieval practice.</p> <p>Training for teachers and TAs to use the software.</p>	<p>SENDCo</p> <p>SLT</p> <p>SENDCo</p>	<p>Sept 27</p> <p>Sept 27</p> <p>Sept 27</p>	<p>Children can use visuals to support understanding of whole school routines.</p> <p>Children retain more information in long term memory.</p> <p>Children with literacy needs develop sentence construction skills.</p>

	<p><i>We ensure our classrooms are as 'communication friendly' as possible through:</i></p> <ul style="list-style-type: none"> • <i>Visual timetables</i> • <i>Now/next boards</i> • <i>Clear labelling with pictures</i> • <i>Word walls/towers</i> • <i>Use of colourful semantics symbols</i> • <i>Working walls</i> • <i>Large print resources</i> • <i>Copying on coloured paper</i> • <i>Pictorial or symbolic representations</i> <p><i>We have invested in Communicate & 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><i>We source sign interpreters when required via John Barnes.</i></p>		<p>Trial the software with children with speech and language needs.</p>			
--	--	--	---	--	--	--

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				