Accessibility plan

Holy Trinity
Church of England Primary Academy

Approved by:	LAB	**Date:** December 2024
Last reviewed on:	December 2021	
Next review due by:	December 2027	

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1. Vision Statement

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

At Holy Trinity CE Primary Academy our distinctive Christian values are at the heart of all we do. Through our curriculum and care our children develop independent curiosity, acquire a life-long appetite for learning and become well-rounded individuals, seeking 'hope and a future' for themselves and others.

2. 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 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 school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children. 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.

BDMAT have their own Accessibility Plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 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 policy complies with our funding agreement and articles of association.

4. Action plan

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

Accessibility Plan Code C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone

Target	Accessibility Planning Code (C, E, I)	Outcome	Timescale	Resources	Person responsible	Monitoring and Evidence
1. Leading and monitoring the disability equality scheme						
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them	C, I	All aspects of school life promote equality of opportunity for all pupils	Annual review of policies	Staff meetings, LAB minutes	Headteacher	LAB minutes
Create an accurate database of pupils, staff and parents / carers with identified disabilities	C, I	Up to date database of needs within school	Ongoing	Phase meetings Update Arbor Pupil survey MyConcern SEN Reviews	SENCO	SEN Reviews Pupil Progress Meetings
2. Promoting curriculum access for disabled/SEND/Vulnerable pupils and adults						
All out of school activities are planned to ensure the participation of the whole range of pupils	C	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Risk assessments Pre-trip visits	Teaching staff EVC	Risk assessments
School visits are made accessible to all pupils irrespective of attainment	C	All pupils have access to all school	Ongoing	Pre visit visits Risk assessment	Teaching staff EVC	All children access all visits

and impairment		visits				
Classrooms and other settings are optimally organised to promote the participation and independence of all pupils	C	Lessons start on time, without the need to make adjustments to accommodate the needs of individuals	Ongoing	Visual timetables Now and next cards Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Teaching Staff SLT SENCO Pastoral manager	Learning Walks
Training and awareness raising of disability issues for staff, governors , parents and pupils	C	Whole school community awareness of the issues relating to access within school All staff to make reasonable adjustments to provision to enable full participation in the school curriculum for all pupils so they make progress	ASD level 1 training for new staff as and when Level 2 & 3 ASD training for specific staff	Understanding of differing needs and disabilities Annual review of CPD needs Performance management School nurse CPD Resources purchased and available as necessary	Headteacher SLT SENCO	Training records Evidence of parental participation Pupil progress meetings Performance mgt reviews
Pupils with disabilities can access ICT equipment if appropriate	C	All children and adults can access the full range of ICT equipment available in school to support their learning and make appropriate progress Teachers plan to use a range of It resources to deliver content/visual/audio	Ongoing	Audit of need ICT equipment to meet needs Specialist support from outside agencies	SENCO IT Technician SLT	Learning walks Children have access to ICT equipment to help them with the recording of their work

		where appropriate				
To provide any additional resources and equipment in order to promote the participation and independence of all pupils so they are able to fully access the curriculum and make appropriate progress.	C	Implement resources across the school with relevant training and relevant information is built into our transition across the school.	Ongoing & as appropriate	Inset schedule Transition Resources & training Info on pupils' EHC/Plan/	SENCO SLT	'Pupil One Page Profiles' and transition plans for children with SEN in place, detailing additional needs of pupils.
Ensure all barriers to learning are removed including those which affect pupils/staff mental and physical well-being.	C	All children/adults feels safe and happy in school and are of a positive mind-set to access information.	Ongoing & as appropriate	Mentoring from Pastoral Manager Home-school links Pastoral care (families/ parents/children) Links with external agencies. Safeguarding procedures. Staff well- being meetings.	Pastoral Manger DSL's Mental Health First Aiders Headteacher Teachers	
3. Improving the physical environment of the school and its services						
Ensure that pupils can move around the school without experiencing barriers	E	All children and can access all parts of the school	Carry out audit of need, if need arises. Carry out risk assessment if need arises. Daily site checks	Specialist support from outside agencies	Headteacher SENCO Site Supervisor	Health and Safety walk rounds
Long term aim-Provide pathways to travel around the site. No areas in school only accessible by steps –	E	All children and adults in wheel chairs can access all parts of the		Specialist support from outside agencies Financial	Headteacher	

all areas ramped		school				
Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability	E	Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils	Reviewed annually	Specialist support from outside agencies Fire drills to prepare for actual event at different times of the day with all staff members	Headteacher All Staff SENCO Site Supervisor	Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change
4. Improving the quality of information for and about disabled pupils and adults						
Increasing use of Interactive Whiteboards/Touchscreens and other digital technologies to diversify the ways in which information is presented to all students.	I	Visual and audio information as common as written information. Teachers consider the needs of each SEND student and provide accessible learning resources for them	Ongoing	Differentiated resources with particular attention to reading age, plain English, images and layout. Coloured overlays for text. Tactile resources. Readers and/or scribes in exams, where appropriate	Headteacher SENCO All staff	
Provide information in a range of formats, including website access, brochures and newsletters	I	Information to be shared can be found on website and in a range of formats	Ongoing	Information to be shared can be found on website and in a range of formats	Headteacher SENCO Admin Team Pastoral Manager	Copies of information kept on file
Parents with a disability & parents pupils with a learning/physical disability are fully engaged in their child's learning and have a voice – informing the provision and issues affecting Special Educational Needs (SEN) across the school.	I	Use Person Centred Review model for meetings to Review provision/assist in transition.	Termly	SEN Reviews	SENCO	Parents engaged with their child's learning and have an understanding of the provision in place. Accessibility plan and School SEN statement reviewed and in place ensuring

						access to site and information for all.
To provide equal opportunities for children with physical or learning disability to have a 'pupil voice' within school.		Pupil conferencing to include information about how many of our pupils with SEN are, or would like to be members of a school pupil group.	Ongoing	Pupil conferencing time	SENCO Pastoral Manager	Pupil conferencing to include information about how many of our pupils with SEN are, or would like to be members of a school pupil group. Graffiti walls for comments & views

5. 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 Local Academy Board

6. 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