Learning and caring together,
building a firm foundation for the future.

FOUNDED 1865
Holy Trinity Primary School Accessibility Plan 2015-2018

Holy Trinity Primary School are committed to equality and inclusion for all. We will do our utmost to make our facilities, curriculum and learning experience accessible and suitable for all. This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001.

As defined by the Equality Act, we understand a person with a disability to be identified as follows: ‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.’

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’.

‘Long term’ means ‘has lasted or is likely to last more than 12 months.’ This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis. The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following: -ordination or ability to concentrate, learn or understand Our planning addresses the following areas: Physical facilities – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors. School curriculum – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits. Support services – access to services within and external to the school to support families where a disability is identified. Awareness – building awareness of staff through training and development and heightening children’s awareness of issues related to disability. Communication of information – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

**PHYSICAL FACILITIES**

Process for identifying barriers

- KCC accessibility Audit
- Recommendations on an ongoing basis from the site manager.
- Governors’ action planning following site inspections
- Recommendations from users of the school
• Needs review for enrolment pupils through discussion with the Headteacher or Inclusion Manager

• Pupil reviews meetings or reviews for pupils with special educational needs and disabilities

• Governor visits

• Advice from Unions.

THE SCHOOL CURRICULUM

Process for identifying barriers

• Monitoring of class teaching, learning support and impact on progress

• Recommendations from users of the school

• Pupil review meetings and PEP reviews

• Recommendations from parents and external agencies

• Governor visits

• A range of support programmes accessed and staff training for either individual or groups of staff and linked equipment purchased, e.g. Attachment, Diabetes, ASD, Dyslexia.

• Training of specialist speech and language TAs.

• Use of visual timetables in all classes

• Advice for teachers from collaboration schools

• Increased provision of interventions

• Complete review of individual interventions delivered by support staff.

SUPPORT SERVICES

Process for identifying barriers

• Outcomes of Pupil Review Meetings or PEP reviews

• Advice from external agencies eg. CAMHS, Paediatricians.

• Advice from LA groups eg. LIFT, STLS

• Identified needs of pupils and parents through discussion, observation, recommendations and staff meetings.

• Meetings between parents and Headteacher and SENCO
Further focussed support bought in from professional experts eg Educational Psychologist, Speech and language therapy

Signposting of parents to support groups or services as applicable, e.g. ASD, Dyslexia

School Nurse drop in sessions to allow families to access health advice and services.

Occupational Health and return to work interviews

Detailed provision mapping

SENCO AWARENESS
Process for identifying barriers

- Triangulation of evidence observations of learning, pupil comments
- Feedback from pupils, parents, staff and visitors
- Voluntary Agencies and Organisations eg Scope
- Curriculum and provision review
- Feedback from external agencies
- Governor visits

COMMUNICATION
Process for identifying barriers

- Feedback from pupils, parents and other users including PTFA, email, questionnaires.
- Feedback from external agencies
- Pupil Review Meetings and PEP reviews
- SIMs used to email and text pupils
- School website improved to enable easier publication
- Changes to how learning information is shared at parent consultations

- We will ensure that written information normally provided by the school will take account of students’ disabilities and parents’ preferred formats and will be made available within a reasonable timescale. This will be decided with the adult /carer’s permission and adjustments will only be made if this meet the needs of the individual and improves the accessibility to the curriculum.
Objectives for improvement

- FLO and SENCo to advertise and signpost services and support for families.
- Address different aspects of disability through assembly themes and stories
- Use school website to promote awareness of support networks for families
- Continue to challenge stereotyping through curriculum opportunities
- Close monitoring of impact and value for money in relation to mandatory cost thresholds.
- Links with special schools for integration programmes
- Develop new links with emerging agencies
- Continue to work with and be aware of parents who need alternative forms of communication
- To increase ways for ALL stakeholders to access school information.

This plan to be monitored by the Headteacher, SenCO and Governing Body every three years