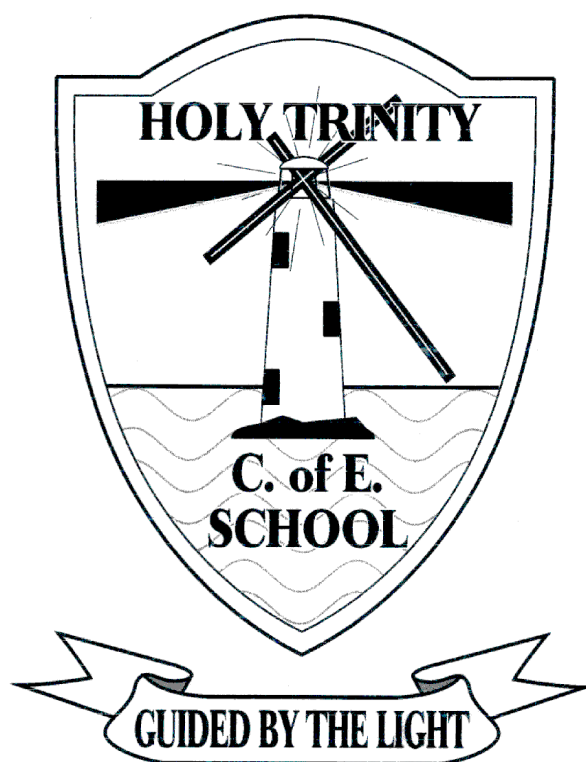


HOLY TRINITY CE PRIMARY SCHOOL

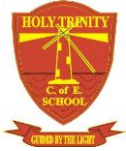
Accessibility Plan



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

Last reviewed on:	March 2021
Next review due by:	March 2024

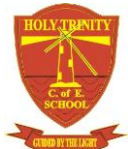
Respect Honesty Love



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

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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 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.

All members of Holy Trinity CE Primary School family will work together to nurture, encourage and inspire all pupils to achieve excellence. As good role models holding high personal and professional standards, the staff at Holy Trinity will dedicate themselves to the provision of excellent teaching and learning opportunities for all pupils in our charge.

Our schools values of Respect, Honesty and Love are at the heart of the school and are reflected in everything we do.

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, 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: 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](#).

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.

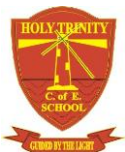
Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

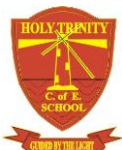
This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a scaffolded curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to ensure it meets the needs of all pupils 	Short term To implement specific SEN assessments and observations of all children on the SEN register.	Assessment tools to be audited and new purchased where necessary.	SEND Team	May 2021	All SEND children will have been assessed at least once.
		Medium term Triangulation of evidence observations of learning, pupil comments.	A robust tracking system to be created and completed.	SENDCo	July 2021	A tracking system implemented and embedded as part of a good practice model.
		Address different aspects of disability through assembly themes and stories.	Opportunities for address aspects of disabilities in whole school assembly rota identified.	SENDCo and RE co-ordinator	September 2021	Assembly rota tweaked and in place.
		Long term To audit and refine the provision received by SEND children.	KCC SEND audit tool completed and areas of weakness and strength identified.	SEND team	September 2022	A clear document identifying strength and development points and a plan for improvement created.
		To research and introduce nurture provision.	A detail report of nurture provision. A clear plan for implementation and training implemented for a nurture provision	SEND team	March 2023	Nurture provision implemented.



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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Media merge shelves at wheelchair-accessible height 	<p>To continue to risk assess and improve the school site.</p> <p>To create a safe/ calm space for all children.</p> <p>To research and monitor the use of noise reduction equipment for hearing impair children.</p>	<p>Governor visits Site inspections</p> <p>Research and design a safe space. Implement a safe/ calm space.</p> <p>Identification of areas that can be improved. Improvement made</p>	<p>SEN Governor</p> <p>SEND team</p> <p>SENDCo</p>	<p>Three times annually</p> <p>September 2021</p> <p>March 2022</p>	<p>Site accessible to all pupils and families.</p> <p>Children will be using and enjoying the space to self-regulate.</p> <p>Incidents of crisis will be reduced.</p>



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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Off white paper • Coloured exercise books for all subjects where appropriate • Visual symbols/timetable throughout the school by the use of WIDGIT online software • Picture Exchange Communication system (PEC's) 	<p>To use school website to promote awareness of support networks for families.</p> <p>Continue to work with and be aware of parents who need alternative forms of communication</p> <p>To increase ways for ALL stakeholders to access school information.</p>	<p>Blog, news items and updates to be published termly.</p> <p>Annual survey of parents.</p>	SENDCo FLO	<p>September 2021</p> <p>Annually.</p>	Increased awareness of available support for parents and carers.

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