



Holy Trinity C.E.(A) Primary School School Accessibility Plan

Introduction

Under the Equality Act 2010, the governing body of a maintained school or an academy in England and Wales must prepare an accessibility plan, in writing.

An accessibility plan should set out how, over a prescribed period, a school will aim to:

- Increase the extent to which disabled pupils can participate in the school's curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled (this must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents)

Key Objective

To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

Action Plan

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

The future planned action work will be overseen and co-ordinated by the governors' Premises sub-committee, the Staffing & Curriculum sub-committee, and by Head teacher.

The plans include audit of current provision and action required. The plan will be made available on request.

Evaluation of the progress of the plan will be made by the governing body through an annual report by the relevant sub-committees.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Holy Trinity CE(A) School.

This Plan should be read in conjunction with the school's other policies, in particular the Equality Policy and the Special Educational Needs Policy.

1. Curriculum Access

Statement	Evidence	Action Required/ <i>When?</i>
Teachers and LSAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	<p>INSET records for individual and whole school training; CPD file.</p> <p>External Agency written reports and advice.</p> <p>CPD staff audits and feedback</p>	<p>Regular SEN Staff Meetings updating advice re knowledge of learning styles. <i>Termly.</i></p> <p>On-going CPD</p>
Appointment of LSAs to work closely with physically disabled pupils.	LSA appointed in school when this is necessary.	<i>As need arises</i>
Pupils with emotional, social and mental health difficulties are supported in school.	<p>Learning Mentor provides 1:1 and group support, including lunch club.</p> <p>1 day play therapy</p> <p>Use of STAR approach to record incidences and log patterns of behaviour.</p> <p>Boxall profile used to assess children.</p>	Ongoing training for staff to support children with social, emotional and mental health difficulties, including comic strip conversation training/social stories training.
Classrooms are optimally organised for disabled pupils	<p>Classroom space is large and staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment.</p> <p>Bi-annual disability awareness day</p> <p>Move 'n' sit cushions provided to some children to help with their posture.</p> <p>Writing slopes provided to some children where necessary.</p>	<p>Consider Year Group classroom changes to best meet the needs of disabled pupils.</p> <p><i>As need arises</i></p>
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the	<p>Lesson observation records.</p> <p>Lesson Plans</p>	Continue to implement personalised learning when appropriate.

whole class as appropriate and are supported by LSAs.	IEPs Provision map Marking & assessment Monitoring of progress and attainment by SLT	<i>Continuous</i>
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, church visits, concerts, performances, visits and visitors.	
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.	All staff aware of needs & detailed in planning/IEPs Appropriate applications can be made for SATs – readers/scribes/extra time is applied for when necessary.	Annual application
All staff plan for additional time required by some disabled pupils to use equipment.	See planning	
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport	Specialist equipment as required Agreement between school and home	
ICT equipment is provided for & has been fitted with additional software/hardware to allow access for disabled pupils.	Clicker6, Dragon Speak software, enlarged keyboard, joystick & switches	Links with Specialist Advisory Support Service to provide updated software <i>as and when appropriate.</i>
School visits are accessible to all pupils, regardless of attainment or impairment.	See Educational Visits policy – consultations with parents as appropriate. ALL risk assessments include info re. Disabled pupils. H&S Policy	
All staff have high expectations for all pupils	Lesson Observations, tracking & target setting in place. Planning; data analysis; pupil progress meetings	

All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, IEP Reviews, staff meetings (inc LSAs, Midday Meal Supervisors) Critical incidents timetabled on every Agenda. Learning Mentor and Play Therapist in place	Continuing CPD
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2. Physical Access

Statement	Evidence	Action Required/ <i>When?</i>
The layout of areas such as classrooms, hall, library, dining hall, reception, playground & field allows access for all pupils. Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs, and steps.	There are double doors or doors wide enough to accommodate a wheelchair. Those classrooms that are on another level have lift access. There are ramps leading into school's main entrance, side entrance and exit onto KS2 playground.	Any upgrades, renovations or maintenance ensure physical access is high consideration
Disabled Toilet facilities have sufficient room to accommodate a changing bed & toileting chair.	Installation of fully equipped disabled toilet.	
Pathways around school are safe and well signed.	Good signage. New path installed in glebeland.	
Parking arrangements for all are logical and safe.	Clearly marked disabled parking bay	
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult.	
Signs are uncomplicated, and unambiguous.	See signage around school.	
School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	Edging of steps with contrast paint for visually impaired	When school is redecorated advice regarding best colour scheme to meet the needs of pupils with visual impairment, autism or epilepsy will be sort from

		appropriate SEN Service and advisors.
All areas are well lit	Checked by Premises Committee	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff seat hearing impaired pupils appropriately. All classes are fully carpeted in the main work/teaching area.	Hearing loop to be installed <i>as and when necessary</i> . Recommendations from Sensory Support team when necessary.
Furniture and equipment selected, adjusted and located appropriately, e.g low level sinks, provision of wheelchair with adjustable height, tray tables fitted to wheelchair, stand, writing slope, wedge support etc	Appropriate furniture/accessories on loan from Occupational Therapy as appropriate.	

3. Access to Information

Statement	Evidence	Action Required / When?
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g, positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.	External advice given by specialists. Lesson observations. Planning	Staff Meetings to discuss <i>when needs arise</i> and <i>on-going</i> CPD
The school will liaise with LA support services and other external agencies to provide information in simple, clear language, plus, eg , the use of symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Website updated.	<i>As appropriate as and when requested.</i>
The school ensures that both in lessons and parents'/carers' meetings, information is presented in a user-friendly way, e.g, by reading aloud, using overhead projectors/PowerPoint presentations etc	IWB used in every class. All staff read aloud and for parents/carers who cannot read, information can be read to them. Separate report can be requested to be sent if a parent/carer does not live at same address	Upgrade ICT hardware to support access to information for all, eg screen in entrance hall; learn pads.

	<p>PowerPoint Presentations used at workshops and parents'/carers' meetings.</p> <p>Website updated regularly & weekly news letter sent to all parents/carers.</p>	
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Agreed: July 2006

Reviewed: Jan 09

Reviewed and updated: Jan 2011

Reviewed and updated at Premises Committee: Jan 2014; March 2017

Next review: January 2020