

Holy Trinity C of E Primary Academy



Accessibility Plan

2020-2022

Date Approved: January 2022

Date to be Reviewed: January 2024

Approved By:

Liz Holmes - Executive Principal

Mrs E Holmes

Date: 15th December 2022

Chris Harris - Chair of Local Academy Committee

Chris Harris

Date: 15th December 2023

Contents

1. Aims	3
2. Legislation and guidance.....	4
3. Action plan.....	5
4. Monitoring arrangements	8
5. Links with other policies	8

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

At Holy Trinity C of E Primary Academy we are committed to establishing equality for all pupils, their parents, staff and other users of the school. We aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This is reflected in our Mission Statement:

Holy Trinity Church of England Primary Academy is a fun and welcoming community where we serve each other by showing love and respect. Firm foundations for life are built upon Christian values which enable us to flourish. We aim to become resilient and aspirational so that we can face life's challenges with confidence.

'Through God all things are possible'
Matthew 19:26

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 including staff, pupils, Parents and members of our Local Academy Committee (LAC).

At Holy Trinity we aim to:

- Provide safe access throughout the school for all school users, irrespective of their disability.
 - Ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
 - Provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- 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.

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.

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
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated 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 	<p>New members of staff will access high quality CPD</p> <p>Ensure equal access to extra-curricular activities for pupils with disabilities</p> <p>Topic book selection is reviewed regularly to reflect our diverse community</p> <p>All pupils make good progress including those with additional needs</p> <p>Our developing curriculum reflects and meets the needs of all pupils</p>	<p>CPD around appropriate scaffolding and differentiation provided to all staff on an ongoing basis</p> <p>Liase with external professionals to make appropriate adaptations for pupils with disabilities</p> <p>Regular analysis and monitoring of targets to ensure that all pupils' targets are appropriate</p> <p>Curriculum leaders to monitor the curriculum to ensure that it continues to meet the needs of all pupils</p>	<p>SENDCo/Trainee SENDCo</p>	<p>See CPD/ monitoring schedule</p>	<p>Staff understand and utilize a wide range of teaching strategies and resources to ensure equitable curriculum access</p>

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>Our environment includes:</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Adaptations to seating and furniture where appropriate • Working closely with other professionals including Health to ensure that adaptations are made for pupils with changing needs 	Our environment is accessible to all pupils, parents/ carers, staff and governors with a disability	Regular review of the needs of our school community to ensure that our environment remains accessible	SLT/Site Manager	Ongoing	All members of the school community are able to access the school site.
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 • Makaton • Pictorial or symbolic representations 	Staff have the skills and knowledge to support pupils with a disability to access the curriculum alongside their peers	Ongoing training from external professionals e.g. Speech and Language Therapy Service	SLT/Trainee SENDCo	Ongoing to reflect any changing needs	All pupils are able to access their curriculum in a manner appropriate to their needs.

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 Local Academy Committee (LAC), Executive Principal Mrs Elizabeth Holmes & Head of School Mr Rob Kenyon

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
- Intimate Care policy