



Holy Trinity CE Primary School



Accessibility Plan 2017 - 2019

Mission Statement - 'Growing and learning in Christ through faith, family and friendship'

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness and inclusion.
2. Holy Trinity CE Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. Our Accessibility Plan will be published on the school website and hard copies will be available to parents/carers on request.
8. The School's complaints procedure covers the Accessibility Plan.
9. The Accessibility Plan will be monitored through the Resources Committee of the Governing body.
10. We acknowledge that there is a need for on-going awareness raising and training for all stakeholders in the matter of disability discrimination and the need to inform attitudes on this matter.



Section 1

Improving the physical access

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers and visitors to the School.</p>	<p>a) to create access plans for individual disabled children as part of the IEP process as appropriate.</p> <p>b) to ensure staff, governors and parents can access areas of school used meetings</p>	<p>As required</p> <p>Ongoing process</p>	<p>SENDCO / class teacher / IDSS/Head Teacher</p> <p>Head Teacher</p>	<p>IEP's are in place for disabled pupils and all staff are aware of pupils' needs. Provision map is updated with all relevant information.</p> <p>All staff, governors and parents confident that their needs are met.</p>
<p>Ensure the SLT, school staff and governors are aware of access issues.</p>	<p>c) Annual reminder to parents, carers through newsletter/induction information to let us know if they have problems with access to areas of school.</p> <p>d) circulate information to relevant staff on Access to Work scheme</p>	<p>In place Autumn term 2017</p> <p>Care plans to be in place as and when needed</p>	<p>Head Teacher</p> <p>Head Teacher / resources committee</p>	<p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school.</p> <p>Support staff/ Volunteers are aware of needs of SEND</p>

	e) Staff to share provision map information with support staff to ensure continuity of care for the children		Head Teacher	children at all times.
Ensure everyone has access to main reception area.	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) check the outer door is wide enough for a wheelchair</p> <p>c) main pathway to school office is on a gradient, ensure that this is accessible/manageable/suitable for wheelchair users.</p> <p>Governor's to arrange an assessment of this.</p>	<p>Daily check to ensure the area in clear of obstructions.</p> <p>Spring Term 2018</p>	<p>Site Supervisor / Resources Committee/ Head Teacher</p> <p>Resources committee Head Teacher</p>	<p>Any parents / carers / visitors with accessibility issues feel welcome.</p> <p>Wheelchair users can access the main reception area safely and comfortably.</p>

<p>Maintain safe access for visually impaired pupils/staff/governors/visitors</p>	<p>Yellow paint to be applied to step edges regularly.</p> <p>Check exterior lighting is working on a regular basis.</p>	<p>Ongoing checks</p> <p>Spring Term 2017</p>	<p>Site Supervisor /Resources Committee</p> <p>Site Supervisor /Resources Committee</p>	<p>Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.</p> <p>Light to be fitted by breakfast club door.</p>
<p>Ensure all people with a disability can be safely evacuated.</p>	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b)Ensure all staff are aware of their responsibilities in evacuation by being aware of the individual child's information.</p>	<p>Summer Term 2017</p>	<p>SENDCO</p> <p>Fire drills at least termly</p>	<p>All disabled pupils and staff working with them are safe in the event of emergency evacuation. There is constant supervision for disabled children who would need help in the event of an evacuation</p> <p>Disabled people in</p>

				<p>wheelchairs can be evacuated quickly and easily.</p> <p>Emergency evacuation plan to be updated Summer Term 2017</p>
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from IDSS on appropriate equipment if this becomes necessary	As required	Head Teacher	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear	Daily	All staff/Head Teacher	All disabled stakeholders/visitors have safe exits from school



Section 2

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure staff have specific training on SEND/disability issues	Identify training needs at appraisal/according to needs of children admitted to School	Ongoing	SENDCO / Head Teacher	Raised confidence of staff when dealing with SEND/disabilities
Ensure all staff (teaching and non teaching) are aware of disabled children's curriculum access	Set up a system of provision map for disabled children when appropriate. Share information with all agencies involved with each child	In place when appropriate	SENDCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability Develop guidance on making trips accessible Teachers are required to make pre-visits to proposed venues to ensure that they are accessible to all	Ongoing	EVC / Class teacher	All pupils are able to access all school trips and take part in a range of experiences

Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports e.g. Boccia	Autumn Term 2017	Head Teacher/ SENDCO and PE subject leader	All pupils have access to PE and are able to excel. Children with disabilities to be able to participate in PE and represent school at events.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews.	Summer Term 2017	Class teachers	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	We run a range of before and after school clubs. If children with a disability want to participate extra support would have to be made available.	As required	SENDCO/Head Teacher	Disabled children feel able to participate equally in out of school activities. School to ensure that identified children can attend School Sports Partnership inclusion events.
Develop links with a special school - Holly	Work towards identifying a local school who could share	Spring Term 2018	SENDCO / Head Teacher	Increased understanding of the opportunities

View	expertise/INSET opportunities			available to the children
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Section 3

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Plans for a welcome sign in reception - audit to decide which languages to use.	Summer Term 2018	Head Teacher / SENDCO	ALL children/visitors feel welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages	Annually	SENDCO/ Head Teacher	Staff more aware of preferred methods of communication, and parents feel included
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials	All school information available for all	On going	School is more effective at meeting the needs of pupils