



Holy Trinity CofE Primary School

Accessibility Plan

2020 - 2023

Reviewed: January 2020

By: Sally Roberts

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Statement of intent

This plan should be read in conjunction with the **School Improvement Plan** and outlines the proposals of the governing board of Holy Trinity CofE Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Next review date: _____

Planning duty 1: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Communication and language skills are poor for many pupils, in particular those with SEND.	Skills progression for curriculum completed. Staff trained on provision and assessment.	Headteacher/ Subject Leader/teachers /SENCO	Spring 2020	Staff make good provision at wave 1 for developing pupils communication and language. Interventions are provided for pupils who need additional support.	Summer 2020
	Not all staff members have the skills to support pupils with complex SEMH needs.	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher/ External advisors/SENCO	Summer 2020	All staff members have the skills to support pupils with complex SEMH needs.	Autumn 2020
Medium term		Development of Core Curriculum focusing on building skills for life.	Headteacher/ Subject Leaders/SENCO	Spring 2020	Pupils with SEND have access to a robust and progressive curriculum across a breadth of subjects.	Autumn 2020
Long term						

Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	New buildings on site need to be included in evacuation plans.	Update PEEPs	School business manager/ Site manager	Spring 2020	Staff will all be aware of the route to take with high needs pupils or staff in the event of an emergency.	Spr 2021
Medium term	Key areas of school are not accessible to pupils or visitors with visual impairment	Visual / tactile signage required indicating key areas such as reception and toilets.	School business manager / Site Manager	Summer 2020	Environment is accessible to pupils and visitors with visual impairments	Autumn 2021
Long term						

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management /staff do not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/ Business Manager	Spring 2020	School is aware of accessibility gaps to its information delivery procedures	Summer 2020
	Staff do not have enough time to feedback in depth to parents of pupils with SEND	Plan for termly parent meetings within the school day for pupils with additional needs to allow review of personalised targets.	SENCO / teachers	Summer 2020	Parents of pupils with SEND have quality feedback on pupil attainment and progress.	Aut 2020
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO	Spring 2023	Written information is fully accessible to children with visual impairments	Summer 2023
Long term	Signage around school is not available in different formats.	Research formats such as symbols, braille, BSL, large print, colour etc) and plan to replace signage.	Business manager / site manager	Summer 2020	All visitors and pupils will be able to access information when they visit the site.	Summer 2021