



Holy Trinity CofE Primary School

Accessibility Plan September 2017

3-year period covered by the plan:

1st September 2017 – 1st September 2020

Plan agreed: October 2017

Plan Review: October 2020

Lead member of staff: Donna Verity (SENDCo)

Here at Holy Trinity Church of England Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

With this in mind this Accessibility Plan has been drawn up in consultation with the LDBS, Local Authority, pupils, parents, staff and governors of the school and covers the period from September 2017-2019.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of the age, 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, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are assessed, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of the Equality Act 2010). 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
- Improved the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, visual 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

6. Action Plan

Aim 1:

To consider the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria | Evidence |
|---|--|-----------|-----------------------------|------------------|----------|
| To liaise with Nursery providers to review potential intake | To identify pupils who may need additional to or different provision | Ongoing | HT EYFS teacher SENCo | Procedures/ | |

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| To review all statutory policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | Ongoing | HT All subject leaders | equipment / ideas set in place | |
| To establish close liaison with parents | To liaise and share relevant between school and families. | Ongoing | HT All Teachers Parental lead | All policies clearly reflect inclusive practice and procedure | |
| To establish close liaison with outside agencies for pupils with on-going health needs. E.g. Children with severe asthma and allergy reactions, epilepsy or mobility issues. | To liaise with all key professionals | Ongoing | HT TAs School Nurse Outside agencies SENCo | Clear collaborative working approach | |
| To ensure full access to the curriculum for all children. | Work with therapists; advice from specialist advisory teachers e.g. Early Years and Autism Intervention Team; use of individual support teachers e.g. to support and advise on children with dyslexia and cognitive impairment; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy | Ongoing | Teachers SENDCO All staff Play therapist Educational Psychologist Other professionals and agencies | Advice taken and strategies evident in classroom practice. ASC and other SEN/D children supported and accessing curriculum. | |
| To finely review attainment of all SEN pupils. | SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents | Termly | Class teachers SENCO | Progress made towards Rapid Progress targets Provision mapping shows clear steps and progress made | |
| To monitor attainment of Able, G & T pupils | Policy and Able G&T list to be updated Able G&T booster groups/activities Monitor Able G&T list | Ongoing | G&T coordinator Class teachers | Able G&T children making proportionate progress. Achieving above average results | |
| To promote the involvement of disabled students in classroom discussions/ activities | Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Screen magnifier software for the visually impaired • Communication friendly classrooms, Talk Boost, Communicate in Print and Makaton training for relevant staff | Ongoing | Whole school approach | Variety of learning styles and multisensory activities evident in planning and in the classrooms. | |

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| To take account of variety of learning styles when teaching | <ul style="list-style-type: none"> • Giving alternatives to enable disabled pupils to participate successfully in lessons • Providing apparatus and equipment for those with disabilities and additional needs such as writing slates, pencil grips etc. • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. | | | Ensuring that the needs of all disabled pupils, parents and staff are represented within the school. | |
| To deliver findings to the Governing Body | Finance, Premises and Standards Governors meetings | Annually Termly SEND Governor / SENDCO meetings | SENDCO SEND Governor | Governors fully informed about SEND provision and progress | |
| Ensure lessons (including PE) are appropriately differentiated to ensure the participation of the whole range of pupils | Use a range of teaching methods and styles e.g. questioning techniques, partner/group work, peer tutoring, visual timetables | ongoing | Class teachers, support staff | Children make at least good progress and meet their targets | Lesson observations; planning; children's work; pupil progress data; |
| Support to meet individual's needs when taking part in lessons, taking tests etc will be provided as and when required | Use of coloured paper, simplified/enlarged text, coloured IWB background; targeted personal support as required | Ongoing | Class teachers, support staff | Children achieve well in accordance with their ability | Lesson observations; planning; children's work; pupil progress data; |
| Organise classrooms to promote the participation and independence of all pupils | Reivew and implement a preferred layout of furniture and equipment to support the learning of all students, with particular emphasis on disabled students | Ongoing | Class teachers, support staff | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | Lesson observations; planning; children's work; pupil progress data; |

Aim 2:

To improve the physical environment of the school to facilitate access for all pupils, staff, parents and visitors and to consider the extent to which disabled pupils and parents can take advantage of education and associated services through this.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria | Evidence |
|---|--|--|---|---|----------|
| Ensure visually stimulating environment for all children whilst considering pupils who struggle with visual stress and sensory overload | Colourful and lively displays in classrooms and around the school but in colours that limit visual stress and with a sensitivity towards children who struggle with sensory overload. Inviting role play areas and book corners that are accessible to all. | Ongoing | Teaching and non-teaching staff | Lively and inviting environment maintained. | |
| To ensure that the medical needs of all pupils are met fully within the capability of the school | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Update care plans annually | To conduct parent interviews, liaise with external agencies, identifying | Headteacher SENCo First Aider School Nurse | Ensuring medical information is kept updated. | |

| Targets | Strategies | Timescale | Responsibilities | Success Criteria | Evidence |
|---|--|---|--|--|--|
| | | training needs and establish individual protocols where needed. | | | |
| Ensuring disabled parents have every opportunity to be involved | <ul style="list-style-type: none"> • Offer a telephone call to explain letters home for some parents who need this/home visits • Adopt a more proactive approach to identifying the access | With immediate effect to be constantly reviewed | Whole school team With immediate effect to be constantly reviewed | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education | |
| To improve community links | School to make strong links with SEN Schools and disabled community and support groups in the area | Ongoing | SLT All staff | Improved awareness of disabilities in the wider community Improved community cohesion | |
| Continue to develop playgrounds and facilities. | Fundraising events | | Whole school approach | Inclusive accessible child-friendly play areas. | |
| To ensure the drive, roads and paths around the school grounds are as safe as possible. | Communication with parents via safety messages/letters/walk to school week | Ongoing | PSHE/Healthy School Coordinator SLT | No incidents or accidents | |
| Additional provision at lunchtime for children who benefit from greater structure and a more peaceful environment | Develop and indoor lunch hub with variety of activities such as craft/technology to support pupils with emotional and behavioural difficulties; Provide outdoor quiet spaces in the playground | Spring 2018 – review termly | HT, school council, lunch staff, TAs and ELSA | Children are happy and engaged in purposeful activities during lunchtime | |
| Flexibility to move or reorganise the year group classrooms up or downstairs to meet a child's needs | Review and implement a movement of the year group classrooms to support the learning of a disabled child | Ongoing as appropriate | SLT, SENCo | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | |
| Monitor the physical environment to identify areas that may require attention | Regular inspection of kerbs, exterior surfaces, entrances and exits, internal doors, gates, toilets, lighting, heating and other relevant areas | Ongoing | School Business Manager, Premises officer, all staff, Health & Safety checks | Premises are safe and accessible to whole school community | Health & Safety inspection reports; Records of building work |

Aim 3:

To improve the delivery of information to disabled pupils and parents

| Targets | Strategies | Timescale | Responsibilities | Success Criteria | Evidence |
|---|---|----------------------------------|--|--|----------|
| To ensure all children with ASC have access to the curriculum | Regular parental communication Refer to AEYIT Individualised multi-sensory teaching strategies used for ASD children e.g. the TEACCH approach, ABA | Ongoing | All staff to be aware | ASC children able to access curriculum. | |
| To enable improved access to written information for pupils, parents and visitors | <ul style="list-style-type: none"> • Make more use of Communication in Print symbol software to support learners with reading and speech and language difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing signage around the school to ensure that is accessible to all • Whiteboards pale yellow with blue font – dyslexia friendly | | | | |
| To review children's records ensuring school's awareness of any disabilities | Information collected about new children. <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews • Medical forms updated annually for all children and as and when need changing. • Significant health problems –children's photos displayed on staffroom notice wall / info kept in separate file in the offices • In year admissions – request any additional information not sent via CTF | Annually | Class teachers School Nurse Outside agencies SLT Office staff SENCo | Each teacher/staff member aware of disabilities of children in their classes | |
| In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected) | Record keeping system to be reviewed. | Continual review and improvement | SLT | Effective communication of information about disabilities throughout school. | |