



HOLY TRINITY

A learning community providing Catholic and Church of England education for all

Accessibility Plan (2017-20)

Legislation and Guidance

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination. Schools and Local Authorities are required to carry out accessibility planning for disabled pupils.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

'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.

Aims:

1. To increase the extent to which disabled pupils can participate in the curriculum. This includes expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils
2. To improve the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. To improve the availability of accessible information to pupils, staff, parents and visitors with disabilities

Holy Trinity Mission Statement

"Holy Trinity celebrates the uniqueness of every person as a child of God.

We seek to create an inclusive and supportive learning community, based on Gospel values, that nurtures each individual in order that they reach their full potential."

In order to achieve our mission statement, we aim to

- actively promote good relationships based on mutual respect;
- recognise and celebrate all types of achievement and endeavour;

- ensure that all our pupils experience care, order and discipline;
- strive to meet the needs of all new members of the school community.
- develop a well-resourced, broad and balanced curriculum to meet the needs of all pupils;
- promote excellence in all aspects of school life;
- invest in the training and development of staff.

Action Plan

Aim 1: To increase access to the curriculum for pupils with a disability

Objectives	Actions to be taken	Completion Date	Success criteria
Differentiation takes place in lessons to ensure that all pupils make good progress	<p>Share relevant information with staff so that they can adapt their lessons to the needs of individuals in their lessons.</p> <p>Continue training for teachers and support staff on different aspects of SEND</p> <p>Continue training for teachers and support staff on strategies for effective differentiation.</p>	<p>Protocols to be in place by December 2017.</p> <p>Ongoing 2017 - 2020</p>	<p>Pupils of all abilities and with individual needs and disabilities make progress in line with other pupils.</p> <p>Work in lessons is differentiated according to pupil need.</p>
Barriers to learning are identified and strategies implemented to overcome them.	<p>Ongoing scrutiny of the performance of groups of pupils, including those with SEND, to ensure they are able to make the same progress as pupils without SEND.</p> <p>Continue to ensure that appropriate access arrangements are provided for pupils in lessons and applied for in external exams.</p>	<p>Ongoing 2017 – 2020</p> <p>This will occur at every assessment point.</p>	<p>The individual needs of all pupils are met and barriers to achieving their full potential are removed.</p> <p>Pupils of all abilities and with individual needs and disabilities make progress in line with other pupils.</p>

	Arrangements are made for Offsite visits and extra-curricular activities to be accessible for all pupils where possible.		All pupils have the opportunity to take part in off-site activities and residential visits. Individual risk assessments are completed.
The climate for learning in all areas of the school enables all pupils to make good progress.	Induction and Training takes place for teachers and support staff so that school policy is applied consistently. Individual behaviour intervention plans are introduced and monitored	Induction programme already planned. To be implemented and reviewed July 2018 Ongoing	Behaviour in lessons enables all pupils to focus on their learning and to make progress in line with their peers nationally.

Aim 2: Improve and maintain access to the physical environment

Objectives	Actions to be taken	Completion Date	Success criteria
Continue to ensure that pupils and parents are not disadvantaged by being unable to access parts of the site. To ensure that pupils and visitors to the school are able to move safely around the building.	Fixed paragraph in communication home regarding parental information evenings/open days about alerting us to any access requirements so that these can be accommodated. Pupils are issued with a lift pass where they are unable to safely use the stairs. Where pupils have physical disabilities, passes are issued for the disabled parking area. Parents with disabilities will be accommodated where spaces are available.	Introduced by December 2017 In place. To be monitored and reviewed July 2018 Awareness to be raised with parents at regular intervals and signage updated. Protocols to be established by December 2017	All pupils are able to access the curriculum and parents are fully able to engage with school.

	<p>Staff are aware of the impact of open learning areas on pupils with mental disabilities and provision put in place to overcome difficulties.</p> <p>Where appropriate, pupils are given permission to arrive at or leave lessons slightly before or after other pupils.</p> <p>Individual arrangements are made for pupils with SEND in case of the need for evacuation.</p> <p>Risk assessments are carried out in relation to physical activities which meet the needs of individuals with physical and medical conditions.</p>	<p>To be considered in student support plans and shared with staff at SEND review meetings. Completed by July 2018</p> <p>Ongoing</p> <p>To be considered in student support plans and shared with staff at SEND review meetings. Completed by July 2018</p> <p>Ongoing</p>	
--	--	---	--

Aim 3: Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

Objectives	Actions to be taken	Completion Date	Success criteria
<p>The variety of barriers to learning for pupils with SEND are considered in lesson planning</p> <p>All teachers use appropriate materials in lessons that enable those with disabilities to fully access the curriculum.</p>	<p>In lessons, a range of communication methods is used to make information accessible.</p> <p>Staff training on the use of a multi-sensory approach in lessons</p> <p>Pupil Support Plans identify pupil needs with strategies to overcome the difficulties.</p>	<p>Long term plan to ensure that CPD addresses needs. Ongoing.</p>	<p>Barriers associated with the delivery of written information are removed.</p>

<p>Information is readily accessible to parents and stakeholders</p>	<p>Ensure that signage is clear and accessible, including on the approach to the building. Pictorial or symbolic representations are used for pupils as needed.</p> <p>Review the layout of the school website and the ease of accessibility to information</p> <p>Work with other agencies to develop information in formats to meet the need of stakeholders. (e.g. Braille) on request</p>	<p>July 2018</p> <p>Ongoing.</p> <p>July 2018</p>	
--	---	---	--

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
- Teaching and Learning Policy
- Exams Policy
- Curriculum Policy
- Fire Risk Assessments and Evacuation Plan
- Lettings Policy
- Complaints Procedures
- Freedom of Information Policy

Policy Review

This document will replace the previous plan and will be reviewed by the Governing Body every 3 years, but may be reviews and updated more frequently if necessary.

The policy was last reviewed and agreed by the Governing Body on 21st September 2017 and is due for review before September 30th 2020



Signature

Date 21/9/17

Head Teacher



Signature

Date 21/9/17

Chair of Committee