

Trinity Primary School Accessibility Plan



Approved by: Governing Board

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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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to provide inspiring teaching within a supportive learning environment which empowers children to achieve their full and unique potential.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, external professionals and governors.

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 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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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>	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>We access support from outside specialist agencies, for example Hearing Impaired Team, Visually Impaired Team, speech and language therapists, physiotherapists and occupational therapists.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Ensure all staff are supported by the SENCo to ensure pupils' individual needs are met</p> <p>Ensure all staff have access to SEND updates</p> <p>To increase curriculum access through the use of SEND pupil passports</p>	<p>SENCo to be available to liaise with and support staff when needed to ensure all pupils can access the curriculum</p> <p>Curriculum progress tracked for all pupils, including those with a disability.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>SEND pupil passports to be written and used across the whole school to support need and transition</p>	<p>SENCo</p>	<p>Ongoing</p>	<p>100% of SEND pupils to make progress in their learning from their starting point.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Wide corridors • A disabled parking bay • Disabled toilets and changing facilities including shower and changing table <p>Advice and/or an Environmental Audit can be carried out by VI Service to support needs of pupils with VI</p> <p>Includes:</p> <ul style="list-style-type: none"> • Highlighting step edging, curbs, door edges • Trip and bump hazards • Lighting/window blinds advice 	<p>Ensure the physical environment is safe for all pupils and staff to move around safely, without obstacles</p>	<p>Remove or store obstacles eg PE kit and school bags, so they are not trip hazards</p>	<p>All staff and pupils</p>	<p>Ongoing</p>	<p>Corridors will be free from obstacles and trip hazards. Termly health and safety walk by governor and SBM to monitor this.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Modified large print resources 	<p>Ensure that the visual timetable is being used in every class</p>	<p>Learning Walk and pupil voice to assess if visual timetable is being used by all staff</p>	<p>SENCo</p>	<p>Ongoing</p>	<p>Children will be familiar with visual timetables and benefit from their use</p>

	<ul style="list-style-type: none"> • Induction loops and Soundfield systems • Pictorial or symbolic representations eg visual timetable and colourful semantics 					
		Ensure that pupils with a hearing impairment are not disadvantaged by the acoustics of their classroom	3 more classrooms to be fully carpeted to improve acoustics	School Business Manager	Summer 2023	Carpet it in all year 3 and EYFS classrooms
		Ensure that pupils with a visual and hearing impairment are not disadvantaged by their seating position	Seek advice from HIT and VIT to ensure seating positions are appropriate and Soundfield systems are being used effectively	SENCo	Ongoing	Children with visual or hearing impairments will be seated appropriately in class
Ensure pupils' mental health needs are met in order to enable them to access all aspects of school life	<p>All staff have been inducted to our school's restorative behaviour policy. Six members of support staff have successfully undertaken ELSA (Emotional Literacy Support Assistant) training.</p> <p>We have a pastoral team: one student and family support workers and three learning mentors. The team supports children and their families.</p> <p>The Hive provides a safe place for children. We also provide children with safe places within their</p>	Regular Emotion Coaching training should be undertaken by all staff.	Mental Health Lead to Liaise with Amanda Cotton to arrange emotion coaching training for all staff.	Mental Health Lead	Ongoing	All new teaching staff will attend Emotion Coaching training with Amanda Cotton.

	<p>classroom.</p> <p>We access the following services to support the mental health needs of our children and families: CAMHS, School Nursing Team, and Butterflies Counselling.</p> <p>We also signpost families to many outside agencies.</p>					
Ensure all parents can access the school site	<p>The physical environment includes:</p> <ul style="list-style-type: none"> • Ramps • Wide corridors • A disabled parking bay near the main reception area • Disabled toilets 	To enable parents with mobility difficulties to access the building through reception area.	Repaint signage on disabled parking bay.	School Business Manager, site staff	Summer 2023	Disabled parking bay will be clearly identifiable
Ensure that all staff have relevant and up to date training to meet the needs of pupils with long term health conditions	<p>We access training, including e-learning modules and support from outside agencies and the NHS to support pupils with long term health conditions. These include the Wye Valley NHS Trust Paediatric Diabetes team, Cystic Fibrosis team, Epilepsy team.</p> <p>VI/Hi Team training</p> <p>We access support from All Safety Matters eg Anaphylactic (epi-pen) training</p>	To continue to train staff to meet the needs of pupils with long term health conditions.	Identify which staff require training at transition points and put this into place	School Business Manager	Ongoing	All staff working with pupils with long term health needs will hold appropriate, up to date training

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 governing body.

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey building with different levels, accessed by ramps	No action to be taken		
Corridor access	Trip hazards, eg school bags, coats, PE kits, identified in some corridor areas	Pupils to be reminded and expected to hang their bags and coats on pegs. School Business Manager and governor to conduct termly health and safety walk.	All staff	Ongoing
Lifts	No lifts	No action to be taken		
Parking bays	One disabled parking bag marked in staff carpark	No action to be taken		
Entrances	All entrances have ramp access. Reception area door is heavy	Video intercom at gate, so assistance can be offered as necessary but office team	School Business Manager	Ongoing
Ramps	Ramp access to all entrances to school building, including mobiles and swimming pool	No action to be taken		
Toilets	Grab rail and adapted toilet seat	Grab rail and adapted toilet seat to be fitted to necessary	Site Staff	Completed

	in Year 4/5 toilet	toilet areas yearly		
Reception area	Ramp access, but heavy 'pull' door	Video intercom at gate, so assistance can be offered as necessary but office team	School Business Manager	Ongoing
Internal signage	All clearly marked	No action to be taken		
Emergency escape routes	All clearly marked	No action to be taken		
Steps/ramps/raised curbs	Marked with high contrast tape/paint as required	Re-applied when worn	Site Staff	When needed