



# The Federation of Holy Trinity Church of England Schools

## Accessibility Plan

*'Loved by God and one another, Holy Trinity is a welcoming community of faith, where we learn and flourish together.  
Each day opens up horizons of hope, aspiration and joy!'*

Shared with Staff	28.11.2024	Google Drive
Ratified By Academy Council	27.11.2024	LAC Mins
Shared with Parents	28.11.2024	School Website
Policy Review	April 2027	
Policy Revisit	November 2027	



## Accessibility Plan

### Rationale

The Federation of Holy Trinity Church of England Schools is committed to creating a welcoming community of faith, where pupils can learn and flourish together. Each day opens us new opportunities, a fresh start bringing horizons of hope, aspiration and joy! The schools within our Federation are totally inclusive schools; we actively seek to remove barriers to learning, provide equality of opportunity and secure a high expectation strategy to support and challenge all our learners. Each person in our school is given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Our Accessibility Plan is designed to support the way in which all members of the Federation can learn and flourish together; this is core to our positive approach to managing accessibility; to increase the accessibility of our school for disabled pupils. The Federation of Holy Trinity Schools is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

### Purpose of the Plan

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

The Equality Act 2010 defines a person as having a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. It aims to reduce and eliminate barriers to accessing the curriculum and support full participation in the Federation community for pupils, and prospective pupils, with a disability. This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 (Accessibility for disabled pupils – accessibility plans).

This Accessibility Plan sets out the proposals of our Local Academy Council to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- Increasing the extent to which disabled pupils can participate in the Federation curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- Improving the environment of the schools within the Federation to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

### The Accessibility Plan will contain relevant actions to:

- ✓ **Increase the extent to which pupils with additional needs can participate in the curriculum.** expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are other pupils. 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 auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

- ✓ **Improve the physical environment of the school to increase the extent to which pupils, staff and visitors with additional need access education** adding specialist facilities as necessary. This covers making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
- ✓ **Improve the delivery of information to pupils and parents with additional need.** Examples might include handouts, timetables, leaflets and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

In performing their duties, governors and staff will have regard to relevant Codes of Practice, ensuring the Federation:

- Recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.
- Provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum 2014 and SEN Code of Practice 2014 which underpin the development of:
  - a more inclusive curriculum
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### Documents and policies

The Accessibility Plan should be read in conjunction with the following Federation policies, strategies and documents:

- Curriculum Policy
- Equalities Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities Policy
- Behaviour Policy
- School Improvement Plan
- Asset Management Plan

The Federation's complaints procedure covers the Accessibility plan.

### Training

Whole Federation training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### Plan Availability

The Accessibility Plan is available in the following ways:

- A copy is posted on the Federation website.
- Paper copies are available from office.
- Copies can be emailed out on request.

### Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually by the Local Academy Council, Executive Headteacher and SENDCo.

## 1. To increase the extent to which pupils with additional needs can participate in the curriculum.

Target	Actions	Timescale	Responsibility	Success Criteria
Early years staff to liaise with external nursery providers to review potential intake for September.	Identify pupils who may need additional to or different from provision	Ongoing Summer Term	Ex HT EYFS Team	Adequate procedures and equipment in place
To review all statutory policies to ensure that they reflect inclusive practice	Comply with DDA Standards and Equality Act 2010	On going	Ex HT LAC	All policies clearly reflect inclusive practice and procedures.
To liaise with outside agencies for pupils with additional needs	Collaboration with key agencies . Clear named staff to support pupils where necessary. Implementing advice, recommendations, interventions where required.	On going	Ex HT SENDCo Teachers TAs	Advice implemented and having impact on pupil progress.
To ensure full access to curriculum for all pupils.	Adapted curriculum in all classrooms. Effective deployment of TA's Targeted interventions where necessary Appropriate equipment readily available to support learning.	On going	Ex HT SENDCo Teachers TAs	Pupils accessing an appropriate curriculum. Strategies evident within classroom practice.
To facilitate Physical Restraint Intervention Training for key staff (minimum of 10 staff training dispersed across the Federation)	Provide Physical Restraint Intervention Training for key staff who working in vulnerable areas Staff confident using strategies when working with/supporting children who require Care and control approaches Breaktime rotas identify staff who are Physical Restraint Intervention Trained Physical Restraint Intervention Training strategies from CPD incorporated into Individual Pupil Behaviour Plans and Risk Assessments	Spring 2025	Ex HT SENDCo Team Teach CPD	Training needs identified and met. Monitoring to ensure staff are embedding Physical Restraint Intervention Training CPD.
Training for staff and OOSC staff on Autism Awareness	Training delivered by SENDCo Staff embed the information when working with/supporting pupils who have a diagnosis of Autism	Autumn 2024 Spring 2025	Ex HT SENDCo Teachers TAs	Training needs identified and met. Monitoring to ensure staff are embedding CPD.
To review attainment of all SEN and Vulnerable pupils	SLT / SENDCO weekly monitoring Pupil Progress Meetings Assessment drop data analysed. Regular liaison with parents, agencies and pupil through graduated response	On going	Ex HT SENDCo Teachers TAs	Progress made in line with specified IEP targets. Support plans show clear steps and progress made for pupils.
To promote the involvement of disabled students in full academic offer available at the schools	Manage classrooms and layout to ensure access for specialist equipment such as wheelchairs. Specialist equipment provided – i.e. screen magnification software, overlays, ear defenders, adapted texts, specialised keyboards where appropriate Targeted training for staff. Share positive images of disability across federation.	Ongoing and where appropriate		Barriers removed to learning through careful planning. Training needs identified and met as required, e.g. refresher, new training for new equipment

## 2. To improve the physical environment of the school to increase the extent to which pupils, staff and visitors with additional need access education

Target	Actions	Timescale	Responsibility	Success Criteria
To ensure classroom layout reflects inclusive practice.	Replace/repair broken furniture. Continue roll out of furniture upgrade. Engagement with external agencies (e.g. VI team) re layout for individual pupils	Ongoing Yearly plan	Ex HT Site Manager	All pupils are safe and able to readily access learning. External agency recommended provision in place.
Improve the physical environment of the school so layout allows access for all pupils to all appropriate areas.	Create access plans for individuals where needed, as part of a SEND support plan. Proactively manage staff, governors and parents access needs and meet these as appropriate. Consider access needs during recruitment processes.	Ongoing	Ex HT Site Manager	Physical environments enable ease of access for all stakeholders.
To ensure that the medical needs of all students are met.	To complete all medical paperwork, i.e. Health Care Plans, Intimate Care Plans. Establish individual protocols as needed. Monitor and evaluate all plans to ensure medical needs met with dignity and respect.	As required	Ex HT SENDCo FA trained staff	Medical needs met, monitored Pupils are able to fully access education.
To ensure access (drive-ways, roads, paths on both sites) are as safe as possible	Site manager to conduct a weekly review of outdoor spaces to check for safety concerns. Gain quotes and complete work on footpaths around the site due to uneven surfaces. All staff to carry out sweep of outdoor areas on every occasion that pupils access grounds. Infant lift is checked and maintained.	Ongoing	Ex HT Site Manager	Pupils access outdoor provision safely. Risk assessment updated and reviewed regularly as working documents.
To ensure all toilet / changing facilities meet the need of SEND pupils with medical need	Monitor for hygienic, safe, quality facilities which are– fit for purpose and accessible, including to wheelchair users. Adapted furniture purchased on an individual needs basis with guidance from external agencies	Ongoing	SENDCo Site Manager	Facilities enable all stakeholders to readily access toilet/ changing facilities.

<b>3. Aim 3: To improve the delivery of information to pupils and parents with additional need.</b>				
<b>Target</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
To ensure identified pupils, staff and visitors have clear instruction and are supported in leaving the building during emergency evacuation.	Ensure all identified pupils with additional needs have a PEEP. Ensure all fire exits are suitable and free from obstruction for pupils / visitors with mobility / SEND.	Autumn 2024	Ex HT Office Manager SENDCo	Safe, swift exit during all emergency evacuation drills,
To review management of pupil records ensuring effective transparent information sharing and awareness of any disabilities	Systematic information collated for all pupils new to schools. Data collection sheets sent out for annual updates. Records passed up to each class teacher via Edukey/ Provision Map End of year class teacher transition meetings with SENDCo	Ongoing	Ex HT SENDCo Office Manager Teachers	Awareness of all staff regarding additional needs of pupils.
To ensure all written communication reflects the diversity in spoken language by parents across the Federation.	Auditing the academy libraries to ensure access to bi-lingual texts for children to share with parents where appropriate. Using translating services to send communication home to non-English speaking parents	Autumn 2024 Ongoing	Ex HT DHT SENDCo Office Manager	Non/Limited English speaking parents/ disabled parents or children will have access to key information from the Federation.
To audit and review staff /pupil communication systems according to individual need.	Purchase standardised visuals for timetables and areas within the Federation. Audit and provide CPD to support staff pupil communication. Ensure staff working with pupils with a specific communication need have resources and specialist training.	Autumn 2024 On going	SENDCo	Any child starting at the Federation with a specific communication need will receive appropriate support by competently trained staff
To improve accessibility and communication of the Federation website.	Website design that meets DDA standards. Website is digitally accessible i.e. mobile / ipad. Website is readily translated for non-English speaking parents Audio description reader and different visibility options available on website.	Autmn 2024	Ex HT	Website effect and efficient in sharing information with all stakeholders.