



Holy Trinity Catholic Primary School  
**Aspire not to have more but to be more**

# Accessibility Plan

Holy Trinity is a Catholic Primary School where Core Values, underpin every aspect of school life. Our Mission Statement is:

*Inspired by Christ and His teaching,  
Holy Trinity Catholic Primary School educates, nurtures and celebrates  
the unique nature and worth of every member of its diverse family.*

The Mission Statement is summed up in our school motto: **'Aspire not to have more, but to be more'**

The aims for all of our school family are:

- *to promote excellence in all aspects of school life, developing each person's ability to recognize and strive for this;*
- *place Christ at the centre of our daily lives, so that our school family may be the leaven of the Gospel values promoted in our mission*
- *to recognize that all members of the community are life-long learners, prepared to accept challenges with confidence and determination*
- *to promote self-discipline and respect, never accepting bullying of any kind and to communicate this belief in a positive and proactive manner.*

These aims are revisited regularly to ensure their relevance and we work to ensure our statement on equality of opportunity and values are understood by all.

## **The rationale of Accessibility in our school is:**

Mission of our school speaks of how the whole community seeks to include all people, breaking down barriers to access, either within the physical setting or across the broad and balanced curriculum offered. As a Catholic school we can expect no less of ourselves and it is our vocation to serve our community, in its infinite variety, in all of our work.

## **Introduction**

The National Curriculum Inclusion statement defines two ways in which school staff can help all pupils to access the curriculum. These are setting suitable learning challenges and responding to pupils' diverse learning needs.

These areas are dealt with in the School Improvement Plan. Regardless of prior experiences or background Holy Trinity aims to offer an inclusive education of excellence to all of its pupils, equal opportunities to all of the community it serves and a variety of experiences both within and outside of school for all.

## **Accessibility Audit – 01/9/18**

### **Access to Buildings and the Outside Environment**

Level 1

	<b>Standard</b>	<b>School notes</b>
1	Ramps have appropriate incline	In place
	Ramps have an appropriate width	In place
	Ramps have an appropriate platform size	In place
	Ramps have a surface covering with no uneven joints	In place
	Ramps give access from the car park and egress via designated fire exits	In place
2	There are suitable door openings with access control	In place
	Door openings have notices which are highly visible and at a height for wheel chairs and other users.	In place
3	Reception area counter tops are at a suitable height for wheelchair users and those of small stature	To be developed
4	There is an appropriate siting of a dedicated drop off point which has easy access for cars and is appropriately ramped into the building, dropped curb for easy wheelchair transfer to car etc.	In place
5	Handrails are at an appropriate height on ramps, stairs and steps for pupils with physical differences, including wheelchair users.	In place
6	Pathways clearly delineated and wide enough for wheelchairs	In place
7	Steps to be white lined or have colour-contrast edging.	In place
	<b>Standard</b>	<b>School notes</b>
8	Obstacles such as raised/ sunken manholes to be removed.	In place
9	Broken and uneven surfaces to be eliminated	In place
10	All loose floor- coverings to be eliminated/ secured	In place

Level 2

	<b>Standard</b>	<b>School notes</b>
1	Ramps and handrails give access to all communal and play areas	In place
2	Colour and texture define changes in terrain (steps and steep slopes) and danger points (e.g. roadways and crossing points)	In place

### **Movement Inside Buildings**

Level 1

	<b>Standard</b>	<b>School notes</b>
1	Access guaranteed to all areas of the school –main hall	In place
	Access guaranteed to all areas of the school –dining room	In place
	Access guaranteed to all areas of the school –gym	In place
	Access guaranteed to all areas of the school –library	In place
	Access guaranteed to all areas of the school –ICT suite	In place
	Access guaranteed to all areas of the school –quiet room	In place
2	Strategic plan in place to secure ways in which use of accommodation can be adjusted to facilitate access for wheelchair uses and those with mobility difficulties	In place
3	Wide doorways to accommodate self-propelled and powered wheelchairs	In place

4	Level access to classrooms, with enough space to accommodate a wheelchair user's access and working space	In place
5	Stair lifts that will accommodate a wheelchair and user, for split level areas and short flights of stairs	Not applicable
6	Handrails on all stairs at appropriate heights to meet British Standards	Not applicable
7	White line markings on all stairs and steps	Not applicable
8	All floor coverings secure – no loose mats etc.	In place
9	Use of texture and colour contrast on floors at danger points such as head of stairs and corridor junctions	In place
10	Good lighting throughout the school (e.g. stairs well lit, dark corridors eliminated, low glare flooring)	In place
11	Use of colour contrast for handrails, door-furniture, wall-floor junction etc., use of pale colours more generally to maximise lighting	In place
12	Safety issues are considered in the positioning of doors with regard to danger points such as stair heads etc.	Not applicable currently but to be considered for future works.
13	School requests advice/ information from the Health Authority and other appropriate agencies in planning improvements in provision	Not applicable currently but to be considered for future works.

## Level 2

	Standard	School notes
1	Automatic, two-way, electronically controlled doors on all openings	To be developed
2	Emergency alarms at appropriate heights	In place throughout most of the school
3	Vertical lift to all necessary areas	Not applicable

## Access, safety and Independence Inside the building

### Level 1

	Standard	School notes
1	Emergency alarms suitable for pupils with sensory impairments	In place
2	Toilet facilities for disabled pupils and adults. Size of the facilities to be considered, alongside access for support worker, hoists and privacy issues.	In place
3	Shower facilities with access for disabled pupils and support worker, non-slip floors etc.	Partly in place
4	Access to washing machine etc.	In place
5	Adequate dedicated storage facilities for specialist equipment, supplies	In place
6	Plain carpeting in all learning/ social areas.	In place
	Furniture with metal legs have rubber feet	In place
7	Quiet heating and lighting systems in all areas of the school	In place
8	Décor to be considered for contrast etc., whenever changes are undertaken	In place
9	Space to manoeuvre wheelchairs in all areas of the school, including entrances, classrooms, dining areas, specialist teaching areas	In place
10	Some dedicated support staff available to meet the mobility/ personal care needs of pupils	In place

11	Adjustable height work surfaces available for use in any/all appropriate work areas, including science, library, food technology, ICT and in communal areas such as the dining room	In place
12	Access to appropriate ICT for those with assessed need is in place with further development secured in strategic plan	In place
13	Access to appropriate seating/ boxes etc. is secured, following advice from appropriate Health Service team	In place
14	School requests advice/ information from the Health Authority and other appropriate agencies in planning improvements to provision	In place

## Level 2

	<b>Standard</b>	<b>School notes</b>
1	Sound Field systems to be fitted in difficult areas, including high ceilinged rooms, awkwardly shaped rooms, demountable classrooms and rooms with poor acoustic conditions	To be developed
2	Curtains and blinds in all rooms with a large window area	In place
3	Anti-glare lighting and adjustable lighting levels in all areas, to provide suitable working environment for pupils with visual impairment	In place
4	Open spaces under stairs to be blocked in	Not applicable
5	Any unavoidable obstacles to be highlighted to make them easily visible	In place
6	Doors and floors in semi-matt/matt finish	In place
7	Doors opening into corridors to be avoided by the use of sliding doors wherever possible	In place
8	Choice of white and black boards available in all classrooms	In place through using screen washes on interactive whiteboards.
9	Signs to be available in alternative forms, meeting agreed standards	To be developed
10	Commitment to a growing bank of specialist resources, purchased with advice from appropriate agencies to cover a range of disabilities	In place

## Training: All Levels

	<b>Standard</b>	<b>School notes</b>
1	General disability awareness training is a requirement for all schools receiving Access Initiative Funding	To develop as appropriate
2	Disability awareness training to be provided by recognised organisations, working in the field, using adults with a disability wherever possible	In place
3	Specific disability training to be undertaken by staff when a pupil with a particular need first attends the school.	In place
4	Specific help in setting specialist programmes to be sought from appropriate agencies when a pupil with a disability first attends school,	In place
5	On-going advice and support for particular staff provided, based on an annual assessment of each pupil's changing needs.	To continue as appropriate, drawing from a wide range of available agencies.

## Accessibility Plan

<b>Aspect</b>	<b>Timescale</b>	<b>Key Staff</b>	<b>Resources</b>	<b>Team Support</b>	<b>Reporting</b>
Reception area counter tops are at a suitable height for wheelchair users and those of small stature	AUTUMN 2022	Site Manager	£400 RM planned	HS Gov AMCOM	GB Parents
Automatic, two-way, electronically controlled doors are fitted on all main flow openings.	SUMMER 2023	Site Manager HT	Quotes to be obtained- approximately £5000 from LCVAP	HS Gov AMCOM	GB Parents
Shower facilities with access for disabled pupils and support worker, non-slip floors etc	SUMMER 2021	Site Manager HT	£5000 within RM planned	Health Authority staff	GB Parents
Sound Field systems to be fitted in difficult areas, including high ceilinged rooms, awkwardly shaped rooms, demountable classrooms and rooms with poor acoustic conditions	SUMMER 2022	Site Manager HT	Quotes to be obtained	All staff HI service LEA staff Health authority staff	GB Parents
Signs to be available in alternative forms, meeting agreed standards	AUTUMN 2021	Site Manager HT	£250	VI	GB Parents

<b>Aspect</b>	<b>Timescale</b>	<b>Key Staff</b>	<b>Resources</b>	<b>Team Support</b>	<b>Reporting</b>
General disability awareness training is a requirement for all schools receiving Access Initiative Funding	Ongoing	HT	As arranged	LA	GB Parents

On-going advice and support for particular staff provided, based on an annual assessment of each pupil's changing needs.	Ongoing	HT	As arranged	LA Health Authority All staff	GB Parents
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