



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.

Title	Accessibility Plan 2024-2027
Purpose	This policy identifies over a 3-year plan how we intend to improve accessibility at HTCPS.
Policy author	Ms A Docherty
Consultation	Presented to SLT: Presented to staff: Presented to governors:

Accessibility Plan

1. Vision Statement

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. Holy Trinity is committed to providing an environment that provides a curriculum that is inclusive and accessible for all members of our school community.

Holy Trinity is a fully inclusive school that respects and celebrates diversity and difference. This Accessibility Plan demonstrates how we intend, over time, to increase the accessibility of our school to meet the wider needs of our school community.

Context of the School

Holy Trinity has 3 main single storey buildings. Key Stage 1 and Key Stage 2 plus the school offices, kitchen and hall-accessed by a key coded double front door with each class having access to the outside areas. Reception has a separate single storey building accessed through its own key coded door with a designated outdoor area which is separate to the playground. Nursery is also a single storey building set apart from the main school with its own key coded door access and outdoor area. There are no steps or stairs on the school site. All doors are wide enough to accommodate a wheelchair passing through. There are disabled toilets in both the main school building, Reception block and Nursery. The outdoor areas of the school are flat and again have no steps. The school makes careful consideration to the layout of the classroom areas, considering the pupils in each class and ensuring that appropriate furniture and/or resources are in place and that the seating arrangements are appropriate for the individual pupils, considering physical position in relation to the teacher or physical considerations related to posture and requirements for specialist seating. This policy will be reviewed on a 3 yearly basis. It is the responsibility of the Headteacher. It will be ratified by the full governing body. The plan will be reviewed regularly, and actions undertaken to address any identified issues.

1.1 Legal Requirements

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

The purpose of the Accessibility Plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum.
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
3. Improving information delivery to pupils with disabilities.

1.2 Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

1.3 Responsibilities of Governing Body

The Governing Body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
Undertake reasonable adjustments to enable staff to access the workplace.

2. Accessibility Plan Aims

At Holy Trinity Primary School, we aim to:

- **Increase access to the curriculum for pupils with a disability-** This included teaching and learning and the wider curriculum of the school such as, participation in after school clubs, leisure and cultural activities or school visits.
- **Improve and maintain access to the physical environment-** This includes improvements to the physical environment of the school and physical aids to access education.
- **Improve the availability of accessible information for disabled pupils-** This part of the duty covers planning to make written information normally provided by the school to its pupils, accessible to all those with an additional need and/ or disability, Written information includes worksheets, timetables, school assessments, newsletters, information about school events, trips and extra-curricular activities.

Increasing access to the curriculum for pupils with a disability

Accessibility Outcomes	Actions	Timescale	Responsibility	Success Criteria
To ensure that staff are fully informed and aware of the needs of the pupils in their class.	Transition meetings between existing teacher and new teacher.	Summer Term	SENCO Class Teachers	Improved levels of communication and liaison between staff.
	All current and historical provision maps, and external agency reports are available for year group teams to access on Teams/CPOMs	Ongoing	SENCO Class Teachers Support Staff	Needs of pupils with additional needs are more effectively met. Smoother transitions and continuation of learning.
	Ensured that class SEND files are updated to reflect the individual needs of pupils.	Ongoing	SENCO Class Teachers Support Staff	Pupils with additional needs have full access to the curriculum and make expected progress.
To celebrate diversity in a positive manner. To offer a fully inclusive curriculum that is accessible to all pupils. To implement reasonable adjustments that enable all pupils' access a curriculum that is appropriate to their needs.	Curriculum resources to include examples of people with disabilities.	Ongoing	Subject Leaders Class Teachers	Increased awareness and acceptance of diversity within our school community.
	Plan themed assemblies and/ or days to raise awareness of diversity within our school community.	Ongoing	LMT SENCO	Increased knowledge of how to support pupils with additional needs.
	All staff to consider the needs and voice of the pupils when planning curriculum experiences.	Ongoing	Class Teachers	Pupils actively involved in learning process. Improved levels of engagement, progress, and confidence as a learner.
	Resources to be tailored to the needs of pupils who require support to access the curriculum.	Ongoing	Class Teachers	Adaptive teaching techniques are appropriate to the needs of the pupils. Monitoring celebrates how the curriculum has been adapted to meet the needs of all pupils.
	Seek advice from external agencies as required.	Ongoing	SENDCo Class Teachers	
	Staff to demonstrate skill at adaptive teaching. Provide CPD as required.	Ongoing	LMT SENCO Class Teachers	
	Individual risk assessments to be completed for identified pupils,	Ongoing	Group Leader	Activities and visits are planned to include all members of the group.

To ensure that all visits are fully inclusive and are accessed by all pupils.	uploaded to Evolve and shared with external agencies as required.			Pre-visits ensure that venue is suitable and inclusive.
	All activities and visits are staffed appropriately in terms of pupil numbers, identified needs and expertise of staff.	Ongoing	Group Leader LMT	Venues are prepared to meet the needs of all pupils in the group.
	Pre-visits to be completed by staff members for all new venues.	Ongoing	Group Leader	Promoting inclusion, engagement, and resilience beyond school life.
	Venue staff to be informed of individual needs of pupils to ensure that reasonable adjustments are planned for.	Ongoing	Group Leader	Enriching curriculum experiences for all pupils.
To ensure that all clubs are fully inclusive and are accessed by all pupils who wish to participate.	<u>School Provision:</u> Group leader will ensure that the provision is accessible for all pupils and will liaise with Class Teachers and SENCO to ensure that they are aware of and meet individual needs.	Ongoing	Group Leader Class Teacher SENCO	Activity leader has a good awareness of the needs of pupils attending extra-curricular activities.
	<u>External Provision:</u> It is the providers responsibility to liaise with parents and school staff to ensure that specific needs are catered for.	Ongoing	Group Leader Class Teacher SENCO	Pupils with disabilities have equal access to a range of extra-curricular activities.
	Audit the number of pupils with SEND who are accessing with extra-curricular activities each term.	Autumn	SENCo PE Leader LMT	Required support for pupils with disabilities is in place to enable participation.
	Complete a pupil voice questionnaire to ascertain their extra-curricular interests and explore provision availability.	From Autumn	SENCo PE Leader LMT	Pupils enjoy participating in extra-curricular activities.
To closely monitor the data of core subjects to ensure progress and achievement of all pupils, including those with a disability from their individual starting point.	Provide staff training to ensure that staff are aware and implementing a Graduated approach to SEND.	Ongoing	SENCO LMT	Increased levels of inclusivity.
	SMART targets are set effectively and are appropriate for pupils with additional needs.	From Autumn	Class Teachers SENDCO	Progress of pupils with SEN and/ or disabilities is closely monitored.

	Monitor individual provision maps and analyse data, to evaluate the impact.	Ongoing		Support network is in place for the pupil and family.
To ensure pupils with additional needs, including a disability have access to appropriate software and equipment to meet their needs.	Assess pupil needs in terms of physical access, needs and ICT equipment required. Chromebooks and laptops can be used by all children in any space in school necessary.	Ongoing	SENDCo ICT Leader Class Teachers	Full and purposeful access to ICT for all pupils with disabilities. Increased levels of engagement in curriculum activities. Evidence of ICT equipment being used in lessons during observations and learning walks.

Improving access to the physical environment

Accessibility Outcomes	Actions	Timescale	Responsibility	Success Criteria
To ensure that parents/carers, staff, governors, and regular visitors can access appropriate parts of the school building.	Key members of staff to be made aware of the access needs of members of the school community and meet as appropriate.	Ongoing	Headteacher/LMT SENCO	Access needs are addressed for staff, parents and carers, and regular visitors to the school. All stakeholders feel more included and able to access the wider aspects of school life.
	Encourage individuals to fully discuss their access needs with an appropriate member of staff.	Ongoing	Headteacher/ LMT	
	Implement necessary arrangements to meet these needs.	Ongoing	Headteacher/LMT	
To ensure that pupils can access appropriate parts of the school building.	Specific needs and access arrangements to be discussed with parents and/ carers, and external agencies on entry to school.	Ongoing	Headteacher SENDCo External agencies	Access needs are addressed for identified school pupils and are continually monitored and reviewed in partnership with parents, carers and specialist agencies. Individual risk assessments include pupil's physical needs as required.
	Individual risks assessments and Personal Emergency Evacuation Plans to be in place for identified individuals and shared with relevant staff.	Ongoing	LMT SENCO	
	Incorporate access to the physical environment into a pupils individual Provision Map.	Ongoing	Headteacher SENDCo Class Teachers	
	Access to the physical environment to be discussed with parents and/ carers during IAP meetings. Risk assessments completed if necessary.	Ongoing	SENDCo Class Teachers	
To ensure that all individuals with a disability can be safely evacuated.	Personal Emergency Evacuation Plans (PEEPs) for identified individuals.	Annually Ongoing	SENCO LMT	PEEPs implemented for identified individuals and named adults aware of the procedures to follow.
	PEEPs to be incorporated into planned emergency evacuations.	Ongoing	SENCo Headteacher	
To ensure that every effort is made to adapt the building to meet the individual	External agencies to provide specialist advice for individual cases.	Ongoing	SENCO	

needs of the members of the school community.	Liaise with Site Manager and Head Teacher to audit the accessibility of the site and identify areas that could be improved.	Ongoing	Site Manager School Business manager	
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Improving access to information for disabled pupils

Target	Actions	Timescale	Responsibility	Success Criteria
Visual Timetables to be accessible for all children.	Visual timetables to be differentiated according to needs and age of the pupils (written or pictorial).	Ongoing	SENCo Class Teachers	Help to reduce the levels of anxiety amongst learners. This multi-sensory approach helps learners to behave well, demonstrate motivation, develop independence and reinforce conceptual understanding. Observations and learning walks celebrate use of visuals.
	Individual desktop timetables for identified children to be accessed as required.	Ongoing	SENDCo Class Teachers	
Availability of written materials in alternative formats.	Encourage parents and carers to discuss their needs with an appropriate member of staff and respond accordingly.	Ongoing	Headteacher SENCO School Office	Written information available in alternative formats. Printed materials sent home and accessed by families are in a format that meets their needs.
	Display appropriate leaflets/ information for parents to access in school and online	Ongoing	School Office	
	Provide translated documentation where appropriate (on-line translation materials and programmes).	Ongoing	Headteacher School Office	
Ensure that documents are accessible for pupils with a visual impairments or specific learning difficulty.	Enlarge all texts and clear font to be used in documentation.	Ongoing	Class Teacher	Increased access to learning for pupils. Reduced levels of visual and emotional distress,
	Use of a magnifier where appropriate.	Ongoing	Class Teacher	
	Texts to be photocopied on to required paper colour and personal overlays to be provided.	Ongoing	SENDCo Class Teacher	
	External specialist services to provide advice as required.	Ongoing	SENDCo	