



Holy Trinity C of E Primary School

A church school community aspiring for all to live life to the full.

Accessibility Plan

Policy adopted subject to governor ratification.

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Next Review July 2025

Committee Full Governing Body

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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:

- o Increase the extent to which disabled pupils can participate in the curriculum
- o Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- o 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.

Our school aims to provide a high-quality education for each of our pupils in a caring, respectful and safe environment. Our ethos is distinctly Christian and is underpinned by our school values of Respect, Responsibility, Compassion, Courage, Forgiveness, and Truthfulness.

This 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. This includes Gloucestershire local authority, The Diocese of Gloucester and other community partners.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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	OBJECTIVES	ACTIONS	RESPONSIBLE	TIMEFRAME	SUCCESS CRITERIA
1. Increase access to the curriculum for pupils with a disability	1a. To review policies to ensure that they reflect inclusive practice and procedure	1a. Review all policies to ensure they have considered pupils with SEND	Inclusion Lead	2022 – 2023 academic year	1a. Inclusive friendly policies approved by FGB, committee and Headteacher
	1b. To ensure that the curriculum considers SEND at each point and is ambitious for all children.	1b. Review the curriculum in each subject area with full teaching staff involvement; monitor planning and provision for children with SEND	Curriculum Lead	2022 – 2023 academic year	1b. The curriculum is designed to be accessible and ambitious for all children. The engagement model is a central consideration in curriculum design.
	1c. Ensure that resources are tailored to the needs of pupils who require access to the curriculum	1c. All children are considered and appropriate resources acquired, where reasonable	Inclusion Lead	Completed by Christmas 2023	1c. Children with SEND have access to suitable resources which enable them to make effective learning progress.
2. Improve and maintain access to the physical environment	2a. To ensure that all outdoor areas are accessible to children and adults with disabilities	2a. Complete an audit and review with external support (LA) of physical accessibility and make reasonable adjustments.	Caretaker	2022 – 2023 academic year	2a. The school building is accessible for children with all disabilities.
	2b. Bookshelves at wheelchair accessible height	2b. Ensure that bookshelves are available in all learning spaces and the staffroom which are wheelchair friendly.	Caretaker	2023-2024 academic year	2b. Wheelchair users are able to access books and other resources safely and conveniently.

AIM	OBJECTIVES	ACTIONS	RESPONSIBLE	TIMEFRAME	SUCCESS CRITERIA
<p>3. Improve the wider provision of support and adaptation for children with SEMH needs so they can better maximise learning opportunities at school</p>	<p>3a. Ensure that the taught curriculum positively reflects neurodiversity</p>	<p>3a. Review each subject and year group themes.</p>	<p>Curriculum Lead</p>	<p>2023 – 2024 academic year</p>	<p>3a. The curriculum is neurodiverse positive. Children with neurodiversity can identify with specific aspects of the curriculum, key people and are empowered by what they are exposed to.</p> <p>3b. Children with SEMH need have local, safe spaces where they can regulate and refocus. This allows them to quickly return to learning.</p> <p>3c. The spiritual garden and forest school areas are inspirational yet calm spaces which all children can access. Children are motivated to use these spaces and they have a positive impact on their mental health and well-being.</p>
		<p>3a. Review reading spine texts and recommended reads.</p>	<p>Inclusion Lead/ Headteacher</p>	<p>2023 – 2024 academic year</p>	
		<p>3a. Work collaboratively with neurodiversity champions to review and adapt the curriculum offer.</p>	<p>Inclusion Lead/ Headteacher</p>	<p>2023 – 2024 academic year</p>	
		<p>3b. Create additional internal breakout spaces and sensory spaces for children who require calm spaces</p>	<p>3b. Review building layout with external support</p>	<p>Caretaker/ Headteacher</p>	
	<p>3b. Review needs of existing children</p>		<p>Inclusion Lead/ Headteacher</p>	<p>2023 – 2024 academic year</p>	
	<p>3b. Create planned internal breakout spaces</p>		<p>Caretaker</p>	<p>2024 – 2025 academic year</p>	
	<p>3c. Improve the Spiritual Garden and Forest School area as safe spaces</p>		<p>3c. Seek stakeholder feedback on these areas</p>	<p>Deputy Headteacher</p>	
		<p>3c. Plan and deliver physical changes to the environment.</p>	<p>Caretaker</p>	<p>2023 – 2025 academic years</p>	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body.

This plan has been written to cover three academic years: 2022 - 2023; 2023 - 2024; 2024 - 2025.

This plan will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- o Health and safety policy
- o Equality information and objectives (public sector equality duty) statement for publication
- o Special educational needs (SEN) information report
- o Supporting pupils with medical conditions policy