



Holy Trinity C of E Primary School

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

Accessibility Plan

Equality information and objectives

Issued January 2026

Next Review January 2029

Committee Full Governing Body

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 and delivery of accessible information to disabled pupils

Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our ethos is distinctly Christian and is underpinned by our school values of Respect, Responsibility, Compassion, Courage, Forgiveness, and Truthfulness.

This plan is published on the school website and paper copies are available on request. Staff development includes training in equality and disability awareness, the reasonable adjustments duty and inclusive practice.

2. Legislation and guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) advice for schools on the Equality Act 2010. It should be read alongside the SEND Code of Practice: 0 to 25 years (DfE/DHSC).

Key links:

- Equality Act 2010, Schedule 10 (Accessibility for disabled pupils):
<https://www.legislation.gov.uk/ukpga/2010/15/schedule/10>
- DfE: Equality Act 2010 - advice for schools:
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- SEND Code of Practice 0–25 (updated 12 Sept 2024):
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Standards & Testing Agency: The Engagement Model (updated 15 April 2024):
<https://www.gov.uk/government/publications/the-engagement-model/the-engagement-model>
- DfE statutory guidance: Supporting pupils with medical conditions at school:
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3>
- EHRC Technical Guidance: Reasonable Adjustments for Disabled Pupils:
https://www.equalityhumanrights.com/sites/default/files/reasonable_adjustments_for_disabled_pupils_1.pdf
- EHRC: Publishing equality information – guidance for schools (PSED):
<https://www.equalityhumanrights.com/guidance/public-sector/public-sector-equality-duty/public-sector-equality-duty-guidance-schools-5>

Definitions:

An individual is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Under the SEND Code of Practice, 'long-term' is 'a year or more' and 'substantial' is 'more than minor or trivial'.

Reasonable adjustments:

We recognise our anticipatory duty to take reasonable steps to avoid substantial disadvantage to disabled pupils. This includes providing auxiliary aids and services where reasonable and ensuring that adjustments are effective in practice.

3. Public Sector Equality Duty (PSED): publication and objectives

We publish information annually demonstrating compliance with the Public Sector Equality Duty and set/update measurable equality objectives at least every four years. These are available on the school website.

4. Action plan

This plan sets out objectives and actions for the period 2025–2028. Progress is reviewed annually by the governing body and published as part of our PSED update.

AIM	OBJECTIVES	ACTIONS	RESPONSIBLE	TIMEFRAME	SUCCESS CRITERIA
1. Increase access to the curriculum for pupils with a disability	<p>1a. Ensure policies and curriculum planning reflect inclusive practice and the reasonable adjustments duty.</p> <p>1b. Ensure the curriculum is ambitious and accessible for all, including pupils with SEND.</p> <p>1c. Use the statutory Engagement Model where applicable to assess progress.</p>	<p>1a. Review all policies for SEND and equality implications; include a standard 'reasonable adjustments' clause.</p> <p>1b. Subject leaders to map adaptations and high-quality adaptive teaching; monitor planning and provision for pupils with SEND.</p> <p>1c. Implement the Engagement Model for pupils not engaged in subject-specific study; set attainment targets and record evidence.</p>	Inclusion Lead; Curriculum Lead; Phase Leaders	2025–2026 (and ongoing)	<ul style="list-style-type: none"> • Policies include inclusive practices. • Curriculum documentation evidences adaptations. • Engagement Model used in line with DfE guidance and informs assessment and targets.
2. Improve and maintain access to the physical environment	<p>2a. Ensure all key areas (indoor and outdoor) are accessible.</p> <p>2b. Provide low-height, wheelchair-accessible storage and resources where needed.</p> <p>2c. Maintain effective</p>	<p>2a. Conduct a biennial access audit (with LA liaison) covering routes, signage, lighting, acoustics, furnishings, toilets, changing, playgrounds and Forest School; implement reasonable adjustments.</p> <p>2b. Install/adjust shelving and resource access points at accessible heights; ensure safe reach zones.</p> <p>2c. Review PEEPs and</p>	Headteacher; Site Manager; Inclusion Lead	Access audit: Spring 2026 and Spring 2028; other actions 2025–2028	<ul style="list-style-type: none"> • Access audit actions completed to schedule; • Evidence of improved navigation, seating, storage, and emergency procedures.

	evacuation and refuge arrangements for disabled pupils and visitors.	evacuation routes; train staff and test procedures.			
3. Improve access to information	3a. Provide information for pupils and parents in accessible formats within a reasonable time and with regard to preferences. 3b. Ensure digital communications meet accessibility standards.	3a. Provide large print, coloured paper, Easy Read, audio, translated materials and alternative formats on request; signpost availability. 3b. Ensure school website content meets WCAG 2.1 AA standards as far as reasonably practicable; use plain language and alt text.	Office Manager; Inclusion Lead; Headteacher	2025–2028 (ongoing)	<ul style="list-style-type: none"> • Requests fulfilled within agreed timescales; • Parent/carer feedback evidences improved access. • Website passes routine accessibility checks.
4. Strengthen SEMH provision to maximise access to learning	4a. Ensure the taught curriculum positively reflects neurodiversity. 4b. Provide internal breakout and sensory spaces. 4c. Enhance the Spiritual Garden and Forest School as calm, safe spaces.	4a. Review reading spine and curriculum themes with neurodiversity champions; embed positive representation. 4b. Create/zone quiet regulation areas; provide sensory equipment and visual supports; train staff. 4c. Co-design improvements with pupils; implement landscaping/seating/signage for regulation.	Inclusion Lead; Curriculum Lead; Deputy Head; Site Manager	2025–2027	<ul style="list-style-type: none"> • Pupil voice evidences belonging and regulation; • Reduced time out of class due to dysregulation; • Increased engagement and timely return to learning.

5. Monitoring arrangements

This plan will be reviewed every three years and updated sooner if necessary. The governing body receives an annual progress report on actions, resourcing and impact. We consult pupils, parents, staff and governors when reviewing the plan and publish updates on our website.

6. Links with other policies and documents

- Health and Safety policy
- Equality information and objectives (PSED statement and objectives)
- Special Educational Needs (SEN) Information Report
- Supporting pupils with medical conditions policy (statutory DfE guidance)
- Behaviour/Relationships policy
- Curriculum statements and subject policies

Appendix A: Change log (2023 → 2026)

1. Added explicit PSED publication cycle: annual compliance statement and four-year equality objectives (website).
2. Clarified anticipatory reasonable adjustments duty and auxiliary aids/services provision.
3. Anchored use of the Engagement Model to current DfE guidance (updated 15 April 2024).
4. Introduced biennial access audit and expanded scope (routes, signage, acoustics, evacuation, outdoor spaces).
5. Specified accessible information formats and 'reasonable time' delivery with regard to preferences.
6. Strengthened SEMH/neurodiversity actions and regulation spaces.
7. Defined annual governance progress report and publication of updates.

Appendix B: Annual Accessibility Progress Report – Template

Use this template to report to the Full Governing Body each spring term.

- 1. Summary statement:** One-page overview of progress against aims; headline impact for pupils; key risks/issues.
- 2. Progress against 3 aims:** Curriculum access; Physical environment; Accessible information – update on actions, outcomes, evidence.
- 3. Reasonable adjustments & auxiliary aids:** Examples implemented; effectiveness; any unresolved barriers and planned steps.
- 4. Engagement Model (where applicable):** Cohort numbers; assessment practice; impact on target-setting and curriculum.
- 5. Access audit actions:** Status of actions from last audit; new issues identified; costs and timelines.
- 6. SEMH and regulation spaces:** Usage data; pupil/parent voice; impact on attendance/engagement.
- 7. Training & CPD:** Equality/SEND/medical conditions; numbers trained; evaluation.
- 8. PSED publication:** Confirm annual publication completed; equality objectives progress; website links.
- 9. Resource implications:** Spending to date; planned allocations; funding sources.
- 10. Recommendations:** Decisions requested of governors; risks; timelines.