'Aim High, Let Your Light Shine.' Matthew 5:16
Holy Trinity CE Primary School

Assessibility Policy - 2023

Policy Review
This policy will be reviewed in full by the Governing Body every three years.
The policy was last reviewed and agreed by the Governing Body in
It is due for review –

Signature …………………………………. Date …………………… Head Teacher
Signature …………………………………. Date …………………… Chair of Governors

Introduction:

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Principles:

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Holy Trinity CE VA Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be reviewed every three years.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the first year of the plan and therefore some items will roll forward into subsequent years or plans. The audit will need

to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for the FGB will contain an item on "having regard to matters relating to Access".

7. The School's complaints procedure covers the Accessibility Plan.

8. The Plan will be monitored by the FGB.

9. The Plan will be monitored by Ofsted as part of their inspection cycle.

10. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Accessibility Audit and Plan

This audit and plan covers all three main strands of the planning duty:

1. Physical environment access- improving the extent to which disabled pupils are able to take advantage of education and intervention.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

Constraints – Holy Trinity C of E Primary is a relatively old building with, steps to the Foundation and KS1 area. The school will take reasonable measures to ensure access. However financial, practical and design constraints do apply.

2. Curriculum Access - increase the extent to which disabled pupils can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organization and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs.

3. Access to Written Information - improving the delivery of information to pupils with disabilities

Any pupils requiring additional support are clearly identified on entry to Holy Trinity C of E Primary School and throughout their career. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

VI = Visually Impaired
HI = Hearing impaired
PI = physically impaired

Physical Access Audit and Plan

Item	Issue	Yes	No	N/A	Action Plan
	Furniture				
1	Is furniture and equipment selected, adjusted and, located appropriately?	x			
2	Is appropriate furniture and equipment provided to meet the needs of individual pupils?	x			
3	Do furniture layouts allow easy movement for pupils with disabilities?		x		
4	Are quiet rooms/calming areas available to children who need this facility?	x			
	Emergency Access				
5	Do you have emergency and evacuation procedures to alert pupils?	x			
6	Are pathways and routes logically and well sign posted?	x			
7	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		x		
8	Do emergency alarm systems cater for those with a hearing impairment? (eg flashing lights)		x		
	Parking and Approach				
9	Are car parking spaces reserved for disabled people near the main	x			

	entrance? (should be less than 50m from the main entrance)				
10	Is there a kerb surrounding the car park?		x		
11	Is the approach between carpark/pavement and entrance free of obstacles?	x			
	Entering the main building				
12	Are there any barriers to easy movement around the site and to the main entrance?		x		
13	Are steps required for access to the main entrance?		x		
14	Is it possible for a wheelchair user to get through the principal door unaided?	x			The inner door at the front entrance would need to be opened.
15.	Do all internal doors allow a wheelchair user to get through unaided?	x			
16	Do all corridors have a clear unobstructed width of 1.2m?	x			
17	Is there where chair accessible toilet?	x			
18	Does the school have accessible changing room/shower facilities			x	
19	If the block is on more than one level, do the internal steps have contrast colour edgings?			x	
20	Is there a continuous handrail on			x	

	each internal steps/stair flight?				
21	Is there a lift that can be used by wheelchair users?			x	
22	Do you have any other sort of mechanical means provided to move between floors? If yes please state.			x	
23	Have you any modular units that cannot be accessed easily by a wheelchair user?			x	
	Entrance Doors				
24	Are door handles at wheelchair height? (135cm above floor level)	x			
25	Does the building have automatic doors?		x		
26	Are the doors wide enough to allow easy wheelchair manoeuvre (84cm for single door and 168cm for a double door)	x			
27	Do the doors enable wheelchair users to see people approaching from the other side? (clear visibility between 90am and 150cm above floor level?)	x			
28	If the doors are mainly glass, is there clear identification warning on the door?		x		.
	Inside the building				
29	Is there a reception desk/facility in the building, is it clearly and logically placed	x			

30	Is it of a suitable height for a wheelchair user?	x			
31	Is there a waiting area, is it suitably large and laid out for wheelchair users?	x			
32	Are all internal floors level throughout?	x			
33	Is the floor surface free of any access of tripping hazard?	x			
	Visual Aids				
34	Are non-visual guides used to assist people to use the building?		x		This would require specific risk assessments based on individual need.
35	Could any of the décor be confusing or disorientating for pupils with disabilities?		x		

Learning and Access Audit and Plan

Item	Issue	Yes	No	N/A	Action Plan
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues	x			When children are admitted to the school with specific needs staff are given appropriate and relevant training
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required	x			
3	Do all staff seek to remove all barriers to learning and	x			

	participation?				
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	x			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	x			
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, eg some forms of exercise in physical education?	x			
7	Do all staff recognise, understand and allow for additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	x			
8	Are all staff encouraged to recognise and allow for additional time required by some pupils with disabilities to use equipment in practical work?	x			
9	Do you provide access to appropriate technology for those with disabilities?	x			This would require specific risk assessments based on individual need.
10	Are school visits, including overseas	x			As far as practicable and safe for all involved. Risk assessments are

	visits, made accessible to all children irrespective of attainment or disability?				undertaken and all reasonable adjustments made.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		x		When children are admitted to the school with specific needs staff would be given appropriate and relevant training

Information Access Audit and Plan

Item	Issue				Action Plan
1	Do you have arrangements to provide information in simple language, symbols, large print, or on audio tape or in braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	x			Pupils who would require information in braille would be assessed and resources provided as and when required.
2	Do you have facilities such as ICT to produce written information in different formats?	x			
3	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	x			

Your Opinion

	Having looked at the schools facilities, do you think the building	x			

	has reasonable access for wheelchair users?				