



**Holy Trinity CE (VA) Primary School**

'Aim High, Let Your Light Shine' - Matthew 5:16

**Accessibility Plan 2024 - 2027 for Holy Trinity School**

**Date plan created: July 2024**

**Accessibility Audit tools completed: June 2024**

**Date of annual review: July 2025**

## **Background and introduction.**

**Holy Trinity School's Accessibility Plan has been written in line with Hertfordshire's SEND Accessibility Strategy. This document outlines the key definitions and responsibilities which underpin the school policy and plan.**

### **Definition of Disability**

Under the Equality Act 2010, a person is disabled if they have *'a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal day to day activities'*.

This definition provides a relatively low threshold. The clear starting point in the statutory guidance is that disability means *'limitations going beyond the normal differences in ability which may exist among people'*.

*'Substantial'* means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial. Guidance from the 'Office for Disability Issues' illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities.

*'Long term'* means the impairment has existed for at least 12 months or is likely to do so.

*'Normal day to day activities'* could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. (Study and education related activities are included in the meaning of 'day to day' activities.)

The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer, it is not just restricted to those children with an Education Health and Care Plan.

Children and Young people with long term health conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

### **Key Aims of the Accessibility Strategy.**

The key aims of the Accessibility strategy are:

1. To enable all pupils, whatever their needs, to have access to the full range of curricular and extra-curricular activities.
2. To improve the physical environment of schools to ensure, wherever possible, that accessibility is not a barrier to preventing pupils from attending their local schools.
3. To ensure that information provided by a school is made available to pupils and parents with disabilities, using alternative formats where required.
4. To ensure that admissions processes to schools and other education providers are fair and enable pupils with SEND to access high quality provision that meets their needs.

## **1. OUR DUTIES (Herts LA)**

### Equality Act 2010

Local authority accessibility strategies and school accessibility plans are a requirement of Schedule 10 of the Equality Act 2010. As well as general duties for public bodies, the Equality Act states the legal obligations that schools, early years providers, post-16 institutions, Local Authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimize disabled children and young people.
- They **must** protect disabled pupils from discrimination and harassment and foster good relations between disabled and non-disabled peers:
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that pupils with disabilities are not put at a substantial disadvantage.

### **The reasonable adjustments duty (schedule 13 of the Equality Act 2010)**

The duty to make reasonable adjustments requires schools and other education providers to take positive steps to ensure that children and young people with disabilities can enjoy the benefits, facilities and services provided for all children and young people. Reasonable adjustments meet the statutory duty when they act to prevent children and young people with disabilities being placed at a substantial disadvantage. Guidance for education providers on making reasonable adjustments is available from the Equality and Human Rights Commission.

**School Vision:**

Our status as a Church of England school is fundamental to our ethos and purpose. We expect all our staff to support our Christian ethos and aims.

**At Holy Trinity School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun.**

**Our vision for the school is:**

**‘Aim high, let your light shine’ Matthew 5:16**

The vision for the school is one where everyone is seen as so valuable in God’s eyes that everyone must be supported and encouraged to be the very best they can be. We are a fully inclusive school where **no one** will or can be left behind.

**Matthew 5:16** *“In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”*

**Current overview of good practice:**

At Holy Trinity School, we are committed to ensuring that pupils with disabilities can actively participate in the curriculum. Our current practice includes:

- Identification of training needs;
- Collaboration with agencies (e.g Communication Autism Team) to enhance practitioner knowledge and skills;
- Curriculum coverage that caters to the diverse needs of pupils;
- Adaptation of lessons by most teachers to meet pupils' individual needs;
- Selection of resources that support pupils' requirements;
- Offering a variety of music, drama, and physical activities to engage all pupils.

## 1. How we plan to increase the extent to which disabled children and young people can participate in our school curriculum

### Current good practice:

- Recent training includes ASD awareness;
- Classroom environments include visual timetables, working walls with vocabulary displayed, interactive whiteboards in every room.
- Pupil profile format has been identified and good practice examples sought. SENCO works with class teachers to develop SMART targets.

Identified focus area	Actions to be taken	Lead	Resource considerations	What would success look like?	Date to be achieved	Commentary on progress with dates
Classrooms to have a consistent layout and approach to meet the needs of all learners especially for those with SEND This includes seating, displays, visual timetables and prompts;	Audit every classroom to review current practice looking at classroom environment eg. furniture, displays, lighting, labels etc.	AP	2 hours	Action plan for improving classroom accessibility through 2024-2025 – including any resources needed	July 2024	2024:  2025:  2026:
	Develop an inclusive classroom checklists with teachers during a staff meeting for all classrooms and shared areas	AP and teaching staff	Staff meeting time	Agreed inclusive classroom checklist	September 2024	
Pupil profile template for children with SEND	1. Pupil profile template to be developed with teaching staff	AP with class teachers		All staff are clear about the needs of pupils and the barriers to learning;	December 2024 – new template confirmed	

<p>developed to provide more information about pupils' needs, classroom strategies for supporting learning and accessibility needs.</p>	<p>2. AP to create a standardized letter to give to parents when added to the SEND register;</p>			<p>Consistent practice includes History and context, Barriers and strengths, Resources.</p> <p>Parents to understand what SEND is and what support is available; informed of the decision to identify with SEND.</p>	<p>Autumn Term 2024 onwards – standard letter to be used</p>	
<p>Class teachers identify SMART targets for pupils with SEN on the termly class target document, and these are consistently applied.</p>	<p>1. Staff training on SMART targets and specificity.</p> <p>2. AP to monitor the quality and completion of termly pupil profiles</p>	<p>AP with class teachers</p>	<p>Time</p>	<p>Documentation provides useful information and staff are clear about the needs of pupils and the barriers to learning which leads to consistent written plans</p>	<p>Staff meeting time</p> <p>Draft in place by Dec 2024 with further review and finalized document in place by March 2025</p>	

					Monitoring termly from Dec 2024.	
Explicit instruction includes inclusive classroom scaffolds and strategies to support learners with SEND.	<p>Barriers to learning identified and shared weekly in staff meeting; using the EEF framework</p> <p>Best practice identified through training;</p> <p>'Light bites' training for SEN needs in every staff meeting following a planned training calendar;</p> <p>Monitoring of the quality of teaching to develop consistency.</p>	<p>SLT and all staff</p> <p>AP</p> <p>SLT and all subject leads</p>	Training; Time.	<p>Instructions are clear and pupils with SEND needs are consistently able to learn effectively</p> <p>Subject leads to review the implementation of inclusive classroom strategies in every lesson observation/ drop in</p>	<p>Weekly section on staff meeting from December 2024</p> <p>AP to create an annual training calendar by December 2025</p> <p>From September 2024 and ongoing</p>	

Further develop the use of Zones of Regulation across the school	Self-regulation prompts available in each classroom; Strategies to support dysregulated pupils to regulate are available in each classroom. Develop self regulation areas around the school/corridors to develop children's independence In choosing a regulatory activity.	SLT; MHST practitioner.	Training; lessons supported by MHST; resources to be developed	Visible prompts for self-regulation available.  Children to have a prompt available to use when dysregulated.  Pupil voice  Lesson drop-ins	Implementation from December 2024.  Consistent approach by July 2025	
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Review on progress:



## 2. How we plan to improve the physical environment of our school for disabled children and young people

- All pupils' needs are reviewed half-termly during PPMs, and should changes/updates happen;
- External professionals' input is sought, and advice acted upon for individual children with accessibility needs
- Systems in place for transition and across the year to discuss and review pupil needs.
- Sensory room
- **Dedicated spaces outside classroom for quiet and individual learning**

Identified focus area	Actions to be taken	Lead	Resource considerations	What would success look like?	Date to be achieved	Commentary on progress with dates
Barriers to learning in the physical environment are identified and consistently removed including looking at natural light, noise etc.	<ol style="list-style-type: none"> <li>1. Transition for Sept 24 takes place over extended period</li> <li>2. AP to identify and action any improvements required to the physical environment to support the new cohort.</li> <li>3. Training</li> <li>4. <b>Developing KS2 physical area/</b> Creation of quiet reflective garden</li> </ol>	AP with SLT	<p>Cost of any resources for the classroom;</p> <p>Training costs and associated organization of training;</p>	<p>Refer to EY Transition planning</p> <p>Consistent practice across all year groups;</p> <p>Barriers to learning removed;</p> <p>Staff confident in their understanding;</p>	<p>September 2024</p> <p>July 2024</p>	

	5. Identifying children who need a PEEP and introducing a template and (ASD/ mobility/ VI/ HI)					
Training for staff on sensory and emotional regulation and the use of sensory strategies/ physical environment clear	<p>Training for all staff</p> <p>Links to Therapeutic Thinking (STEPS) refresher training</p> <p>AP/ SC to monitor how time outside the classroom is used for individual children to maximise learning time</p>	AP/ SLT	Training cost	Staff questionnaire Trainings are identified for staff and a training program developed	Yearly Program to be devised Aut 24 for the academic year	

### 3. How we plan to improve the delivery of information to disabled children and young people

#### Current good practice:

- iPads and IT technology are used effectively to support learning; this is particularly effective for SEND
- Individual children have technology if recommended in their personal profiles or from external professionals (eg. Radio aids, use of laptop for recording information)
- Communicate in print lanyards for key instructions and school vocabulary

Identified focus area	Actions to be taken	Lead	Resource considerations	What would success look like?	Date to be achieved	Commentary on progress with dates
Ensure staff are familiar with technology and practices developed to assist people with disabilities.	<p>Ensure that barriers to learning which are identified as requiring technological devices are removed;</p> <p>Reminders for children identified with DLD</p> <p>Training identified where appropriate to ensure the needs of pupils are being met;</p> <p>Big Staff Meeting– June 2025</p>	AP and SLT	<p>Cost of any technological resources;</p> <p>Training costs;</p>	<p>Barriers to learning are removed;</p> <p>Technology is in place as needed and this is consistently used;</p>	July 2024	

<p>Ensure that displays are accessible for all pupils and key vocabulary is highlighted and clear for all pupils- focus on specificity of vocabulary rather than a broad range.</p>	<p>Establish display standards for vocabulary as part of the inclusive classroom checklist.</p> <p>Teachers to highlight essential vocabulary and display using photo or visual symbols</p>	<p>1. AP and teaching staff</p>	<p>Widgit symbol subscription</p>	<p>Current and essential topic vocabulary displayed, visible across the classroom, used by children to recall language, for spellings and used by teachers in retrieval practice</p> <p>Observed by SLT during learning walks Spring Term 2024</p>	<p>From September 2024 onwards</p> <p>Spring Term 2025 - focus</p>	
<p>Clear identification of a consistent visual through the school</p>	<p>Communication in print/PEC's in classrooms as one signage for all.</p>	<p>Staff share good practice weekly in staff meeting</p> <p>Commonly used symbols/ checklists saved in shared drive</p>	<p>CIP package</p>	<p>One consistent visual through the school for signage and instructions</p>	<p>Aut term 2024 start in classes.</p>	