

In partnership to **Educate, Nurture & Empower**

Holy Trinity C of E Primary, Rothwell

POLICIES & PROCEDURES

Policy Title: Accessibility Policy

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Approving Body: Local Governing Body

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**Holy Trinity C of E
Primary, Rothwell**
Love, Believe, Achieve



Accessibility Policy

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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:

- 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 of accessible information to disabled pupils

At Holy Trinity, we are committed to empowering our young people to realise their full potential and to serve the common good so as to 'live life in all its fullness'. We know that nurturing relationships in which partnerships are valued support all our young people to flourish and underpins the success of our school community which is founded on love.

There are no outsiders at Holy Trinity, just as through the parable of The Good Samaritan we learn about neighbourly love (Luke 10:25)

Holy Trinity CofE Primary School (Holy Trinity) aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	We offer a differentiated curriculum for all pupils. We use resources and/or support tailored to the needs of pupils who require support to access the curriculum. Monitoring activities include ensuring the curriculum meets the needs of all pupils. Interventions are targeted and regularly reviewed. These are implemented 1:1 or small group pending on need. Targets are set and reviewed regularly for pupils and are appropriate for pupils with additional needs.		Termly reviews of any pupils within accessibility requirements.	Headteacher/ SENDCo/ Facilities & Estates	Ongoing	All children throughout school will be able to access the curriculum

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	The environment is single storey and includes: • Ramped areas • Corridor width and/or external doors • Disabled toilets Most of the school is accessible to disabled pupils and schools strives to ensure that students have minimal obstacles carrying out a normal school day. Adjustments such as leaving lesson first with supervision if required to avoid accidents.	<i>Short Term</i> To maintain the existing access to a high standard to ensure the safety of staff, pupil and visitors. To undertake any repair and maintenance identified. <i>Medium and Long Term</i> Review any adjustments needed pending the progress of the proposed DFE's Rebuild Project.	Ongoing monitoring and maintenance. Repairs to the main entrance area and disabled parking bay.	Facilities & Estates	Ongoing Summer 2027	Existing access maintained to high standard and repairs undertaken in a timely manner.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible including: • Internal signage • Large print resources • Pictorial or symbolic representations • Personalised My Support Plans • Quality First Teaching • Pastoral support • Differentiation within the classroom and adaptation of work from support staff • Annual reviews for pupils with SEND • Transition planning and support	<i>Short term</i> To maintain and monitor existing provision to ensure good access to relevant information for all pupils <i>Medium Term</i> To develop initiatives to aid accessibility to information for pupils in each year group	Update software regularly and install new programmes for pupils as appropriate. Regularly maintain iPads, laptops etc. Further develop home-school links using available technologies such as SEE-SAW. Staff and parent training to ensure full accessibility such as using school learning platforms.	SENDCo/Headteacher/Class teachers	Ongoing Training by Autumn 2023.	Pupils access information with increasing independence.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body.

5. Links with other policies

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

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey building and no change of level	None required	n/a	n/a
Corridor access	Corridors are mainly wide but internal and external classroom doors are narrow. Corridor to the staff room is narrow.	Changes would be impracticable owing to cost and presence of asbestos in the building hindering any modifications. Holy Trinity is part of the DfE Rebuild Project, and any new build would address this.	n/a	n/a
Lifts	None	None required	n/a	n/a
Parking bays	Ensure demarcation is clear.	Meet with parents /visitors to agree drop off and collection points.	Headteacher/ Facilities & Estates	As required
Feature	Description	Actions to be taken	Person responsible	Date to complete actions by

Entrances	The main entrance (gate) has an intercom system which is at an appropriate level. Access to the gate is narrow. The gate is heavy to open.	Office staff to be made aware of these in the event of a wheelchair user entering the building. Support offered as needed.	Headteacher/ Facilities & Estates	As required
Ramps	There are no ramps at Holy Trinity, but no significant change in levels.	None required.	n/a	n/a
Toilets	There is one disabled toilet located off the main reception area.	Ensure staff are aware of this and know to inform visitors. Office staff to be made aware as support may be needed opening the doors to access the disabled toilets from inside the building. The doors are on mag lock. As part of the DfE Rebuild Project the disabled toilets will be positioned to facilitate easy use for visitors and students.	Headteacher	As required.
Reception area	Entrance to the main reception area has a small 'lip' and the door is heavy.	Office staff to be made aware of these in the event of a wheelchair user entering the building. Support offered as needed.	Headteacher/ Facilities & Estates	As required
Feature	Description	Actions to be taken	Person responsible	Date to complete actions by

Fire Exits	Fire exits are well signposted and are generally accessible.	Ensure that fire exits remain clear.	Facilities & Estates	Regular checks.
Emergency Escape Routes	Each individual with accessibility issues needs to have a Personal Emergency Evacuation Plan and dedicated PEEP buddies.	Ensure that each individual with accessibility issues has a PEEP.	Headteacher	As required
Doors	Some doors have high handles to prevent pupils from leaving the room unsupervised.	Ensure that each individual with accessibility issues has a PEEP.	Headteacher	As required