

HOLY TRINITY C of E SCHOOL, East Finchley



High Standards Together

*'At Holy Trinity School we promise to provide opportunities for every child
to be the best that they can be.'*

We aim to create a happy and secure Christian environment in which children can grow in confidence and independence.

*We strive for excellence in teaching and learning to achieve high
standards together.'*

Accessibility Policy

Date Ratified by Full Governing Body:
To be reviewed: March 2020

Statement of intent

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the governing body of Holy Trinity to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010, schedule 10, & Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

A person is regarded as having a disability under the Act where the person has 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The head teacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

Mrs R Kimani

Headteacher

Date: April 2017

Mark Chapman

Chair of governors

Date: April 2017

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes towards disability and to further developing a culture of awareness, tolerance and inclusion.
2. Holy Trinity School plans, over time, to enhance and develop the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be reviewed and updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school; this covers *reasonable* adjustments to the physical environment of the school, physical aids to access education and the addition of specialist facilities where necessary.
 - Ensure access to the curriculum for pupils with disabilities to ensure that these pupils are as equally prepared for life as pupils without disabilities, in line with the requirements of the Disability Equality Act. This includes the classroom curriculum and the wider curriculum of the school, such as participation in after-school clubs, cultural activities or school visits –needs will be discussed on an individual basis. It also includes the provision of specialist aids and equipment, where these will assist pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities, e.g. classroom hand-outs, letters, information about the school and school events. The information should be made available in the preferred format requested within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken at least every three years or more often if necessary. It may not be feasible to undertake all work during the life of a single Accessibility Plan and therefore some items will roll forward into subsequent 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 updated, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The School website will make reference to this Accessibility Plan.
8. The Plan will be monitored through the Premises Committees of the Governors (FSB).
9. The Plan will be monitored by Ofsted / HMI as part of their inspection cycle.
10. We acknowledge that there is a need for on-going training for staff and governors in order to raise awareness of the matter of disability discrimination and the need to challenge attitudes on this matter.

Improving Access to the Curriculum

Target	Strategy	Outcome	Responsibly	Time-Frame	Achievement
Classrooms are optimally organised to promote the participation and independence of children with disabilities.	Review regularly the layout of furniture and equipment to support learning and independence.	Children with disabilities are included fully in all lessons.	SENCo and Class Teacher	From April 2017	Enable access to the National Curriculum and increase independence for children with disabilities.
Visual and concrete supports are used to aid understanding and independence for all pupils, including those with disabilities.	Use of visual timetables, prompts, schedules, objects of reference, Numicon etc. to promote understanding and independence from adults, and reduce anxiety where required .	Visual and concrete supports routinely used within class and as an integral part of lessons.	Class Teachers Teaching Assistants SENCo	From April 2017	Children with disabilities are supported in their understanding and independence without having to rely exclusively on adult.

Increase governor awareness of issues relating to disability.	Governors to be aware of their responsibilities with regards to disability and ensure all statutory requirements are met. Governor with responsibility for SEND to meet SENCo termly. SEND report to governors annually.	Governing body fulfils its statutory duties and requirements. SEND governor has overview of provision school is making for children / staff with disabilities. They are aware of particular issues / needs pertinent to current cohorts.	SENCo Head teacher SEND governor	Ongoing	All statutory responsibilities are met .
Increase and revisit staff knowledge and understanding about a variety of disabilities, and their impact on the child.	Review the specific needs for any pupils who join with disabilities and / or complex medical conditions annually or as required. Additional training for low incidence needs as required, e.g. managing the needs of children with complex medical conditions.	Teachers are aware of needs / issues and make reasonable adjustments to ensure that disabled pupils are able to access to learning.	All staff	Annually via Annual Reviews / Care Plan reviews or as required	Pupils individual needs including their medical requirements are met. Pupils with disabilities make at least expected progress in line with their academic abilities.

<p>increase the awareness of class based staff in identifying and responding to pupils who may have disabilities</p>	<p>Use of screening tools (with support of SENCo) to gather evidence about children where there is a concern.</p> <p>Monitor impact of intervention / support on outcomes</p>	<p>Staff are able to identify children who may have a disability, e.g. hearing impairment, and put into place simple strategies to support child within class and other school settings in a timely manner.</p> <p>Provision in classes adheres to the expectations set out in the Local Offer for Barnet relating to the needs of each individual pupil with a disability</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Staff have an understanding of what children with specific disabilities are likely to require.</p> <p>Children who may have a previously undetected disability are identified and appropriate support put in place quickly</p>
<p>All enrichment activities, e.g. trips, experiences, after school clubs, are planned to enable, where reasonable, the participation of all pupils</p>	<p>Planning and risk assessments take into account accessibility issues and comply with legislation.</p> <p>Reasonable adjustments, e.g. transport arrangements, are made where necessary.</p>	<p>More pupils with disabilities will access enrichment activities.</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Increase in access to enrichment activities for any and all disabled pupils</p>

Making Information More Accessible

Target	Strategy	Outcome	Responsibly	Time-Frame	Achievement
Make available school policies, school newsletters and other information for parents in alternative formats when specifically requested.	Admission form to be updated to include parental needs in terms of accessing information	School will be able to provide written information in different formats when requested for individual purposes.	Office	Ongoing	Information to parents / carers with disabilities is more accessible.
Written material available in alternative formats, e.g. large print, audio, use of IT, when helpful for individual pupils.	Regular reviews of needs of children with disabilities to include strategies to support access to written materials, e.g. class texts, homework sheets	Children with disabilities will be able to access written materials used in class.	All Staff	Ongoing	Children will be able to access written materials through reasonable adjustments.
Visual supports are used to aid understanding and independence for all pupils, including those with disabilities.	Use of visual timetables, prompts, schedules etc. to promote independence from adults, reduce anxiety and make expectations clear.	All pupils less anxious and independent	All staff	Ongoing	Children will be more independent and in control of their own learning.

Improving the Physical Access

Issue Identified	Action Required	Timescale	Person (s) Responsible
Those with a hearing impairment hearing the fire alarm	Flashing lights when fire alarm sounds.	Before 2020	Site Manager
Coats falling on floor in corridors which impede access	Classes to take responsibility for own areas of the school, and keep them tidy	Ongoing	All staff
School entrance/paths around the school	Ensuring these are hazard-free, e.g. of leaves, litter and ice Regular inspection of surfaces and school grounds	Ongoing	Site Manager
Steps outside of Reception and Year 1 classrooms into play area.	Ramps to access current Year 1 and Reception Classrooms. Ensuring easy access to the playground for all pupils.	Before 2020	Site Manager
Access pad to enter and exit school is too high for wheelchair users	Lower level access pad to gain entry and exit to the school	Before 2020	Site Manager
Absence of disability parking bay	Provide designated parking area for parents/staff with disabilities as necessary/	Before 2020	Site Manager

