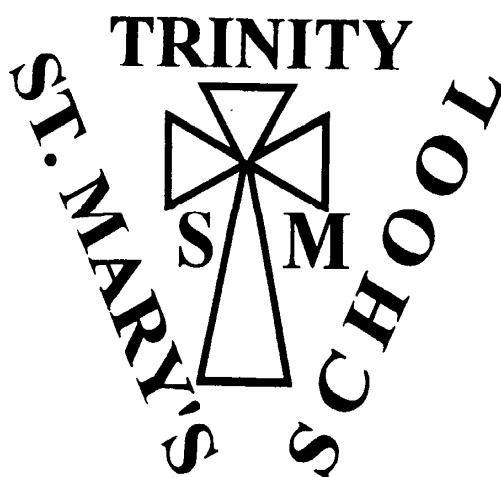


Trinity St Mary's Church of England Primary School



Accessibility Policy and Action Plan

Autumn term 2017

Trinity St Mary's C of E Primary School

Accessibility Plan

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

Our school 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.

We are a Church school and our aims are based upon Christian values with particular focus on our key Christian values of love, forgiveness, honesty, dedication and sharing. These have been discussed and agreed by all our stakeholders.

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.

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>	Actions to be taken	Success criteria	Person responsible
To increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Review all policies to ensure relevant procedures are followed.</p> <p>Maintain close working relationships with parents and outside agencies for children with needs.</p> <p>Ensure relevant staff training on disability and medical needs as required.</p>	<p>All policies clearly reflect inclusive practice.</p> <p>All relevant information shared with the people who require it.</p> <p>Staff feel competent at dealing with specific medical and disability needs.</p>	<p>SENCO</p> <p>HT</p>
To improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <i>Internal signage</i> <i>Large print resources</i> <i>Braille</i> <i>Induction loops</i> <p><i>Microphones</i></p>	<p>Ensure relevant staff training on disability and medical needs as required.</p> <p>Audit resources as and when required.</p>	<p>Staff feel competent at dealing with specific medical and disability needs.</p> <p>Any additional resources required are budgeted for and purchased.</p>	<p>SENCO</p> <p>HT</p> <p>SBM</p>

To improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 	Audit existing provision to ensure any relevant changes are budgeted for, planned and executed.	Any improvements to the site are completed.	Premises Committee HT SBM Site Manager
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4. Monitoring arrangements

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

5. Links with other policies

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

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

Signed by Chair of Governors:

Date:

Review: To be reviewed Autumn Term 2020

