



Trinity St Mary's Church of England Primary School

Accessibility Plan 2026 - 2028

"Many Hearts Make A School"



Contents

1. Aims and Principles	2
2. Legislation and guidance	3
3. Monitoring arrangements	4
4. Provision	4
5. Accessibility Plan: 2026-2028	5

1. Aims and Principles

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.

1.1 Definition of Disability

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

1.2 Our Values

Our Values are fully in-line with the Equality Act 20210 and are central to all our work at school. They are shared and understood by all in school.

- Honesty
- Dedication
- Sharing
- Love
- Forgiveness

1.3 Our Key Principles

This plan has been produced in accordance with the Equality Act 2010, Compliance with the Equality Act is consistent with the school's aims, equal opportunities policy, and the operation of the school's SEN policy.

The school recognises its duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to SEND Code of Practice.

The school:

- Recognises and values the parent's knowledge of their child's disability and its effect on his/her ability
- Respects the parent's and child's right to confidentiality

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning style, by:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of students.

- Endorsing the key principles in the National Curriculum Framework

1.4 Other important information

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.

The school is fully committed to the Equality Act 2010. There is a high level commitment to any child who is disadvantaged and the school ensures any barriers to learning are overcome.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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. Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

4. Provision

The plan below outlines the main provisions and actions that the school has made and is planning to make, to achieve the key objectives linked to Curriculum, the environment and policies and initiatives including improvements to the delivery of information to pupils with a disability

5. Accessibility Plan: 2026-2028

Activity	Responsible	Timescale	Outcome
Provide quality, planned professional development for staff each week linked to the following: <ul style="list-style-type: none"> • Quality First Teaching Curriculum Development • Curriculum development to support all children • Provision for SEND pupils • Writing and reviewing SEND Support Plans • Adaptive Teaching • High quality interventions 	SLT and SENDCO	Ongoing and planned termly in line with identified priorities	Staff are fully up to date with current curriculum development and ensure a good level of provision is in place in their classrooms and beyond for all SEND pupils, who make good or better progress as a result.
Share good practice relating to disability issues and data	SLT and SENDCO	Ongoing when needs and strengths are identified	Good teaching and learning is in place in all classrooms
Monitoring of teachers' planning, schemes in place, pupil outcomes and classroom practice will include careful consideration of differentiation and 'reasonable adjustments' made	SLT and SENDCO	Ongoing, weekly and through half termly collection of MTP, regular pupil discussions and outcomes for sampling	Consistently good teaching is in place and SEND children have their needs met through the curriculum.
Review of resources and IT provision with consideration to suitability and development of pupils with additional needs.	SLT and SENDCO	Bi-annually	Resources are relevant, good quality and matched to needs. They support achievement
Audit of staff training needs	SLT and SENDCO	Termly collation of monitoring feed into teacher profiling and planning for development	Professional development is relevant and purposeful. Consistently good teaching is in place and SEND children have their needs met through the curriculum.

<p>A number of children have a significant level of need in terms of speech, language and communication and SEMH:</p> <ul style="list-style-type: none"> - Ongoing review and evaluation of curriculum provided - Ensure appropriate SALT support in place - Continue to provide provisions and support for identified children. 	SLT and SENDCO	Termly self-evaluation	The provision in place for children with complex needs is high quality and effective. Assessments show that children make good progress in line with their starting points and needs.
Carry out regular premises audits with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into School	Governor and Business Manager Maintenance and Cleaning contractor	Termly premises walk and annual audit	The environment is fully accessible and is maintained to a very good standard
Consider as part of the audit the provision of ramps, disabled parking, improvements to doorways; the provision of furniture and apparatus to improve access.	Governor and Business Manager Maintenance and Cleaning contractor	Annual audit	The environment is fully accessible and is maintained to a very good standard
Plan for and act on the recommendations from the audit, as far as possible and reasonable within the School's budget. (Further actions to be developed following audit).	Governor and Business Manager Maintenance and Cleaning contractor	Termly and annual audit	The environment is fully accessible and is maintained to a very good standard
Regular Policy Reviews: ensure the policy supports all children to learn in a safe and supportive environment, adapting the policies when necessary to meet a range of complex needs. Continue to provide ongoing training for all staff linked to TPP	SLT	Annual	The Behaviour and Relationships policy is up to date, drives practice forward and leads to the development of desired behaviour Staff feel confident in supporting behaviour and expectations
Ongoing review and improvement of breakfast, lunch and after school provision: including a focus on environment, support for children who have challenges at unstructured times.	SLT, SENDCO and supervisors for breakfast, lunch and after school care	Termly	The quality of activity for all children during breaks and lunch is high quality and accessible

Include information and key documents on School website/learning platform	SLT	Termly review	The website is compliant and informative
Develop staff's understanding of the importance of the use of appropriate language within inclusive practices, providing high quality training:	SLT and all staff taking responsibility	Termly review	Staff will have an up to date knowledge of preferred language when discussing disability and broader diversity.
Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc; look at ways of reducing communication barriers for those with visual impairment, limited English or dyslexia, including translation of letters and use of interpreters when required.	SLT	Termly review	All information provided is accessible but also informative for all parents, children and wider stakeholder group.
Include aspects of Disability Equality in assemblies and PSHE curriculum and resources Continue to develop the PSHE curriculum to ensure a high quality curriculum is in place.	SLT PHSCE lead	Termly review	Children develop a good understanding of equality through topics covered and resources used.
Increase awareness of and positive attitudes towards disability through the curriculum, particularly but not exclusively through the RSHE, PSHE and History	All SLT and teachers	Annual review of topics and resources	The topics covered and resources used present positive views and images of disability and difference. This is planned within the curriculum and not left to chance. Children demonstrate an understanding and respect of disability as a result.