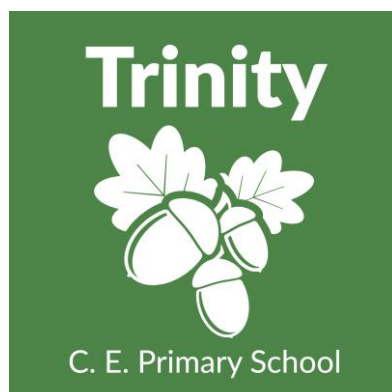


Accessibility Plan

Trinity Church of England Primary School



Approved by: Full Governing Body

Date: 7th December 2017

Last reviewed on: 8th November 2017

Next review due by: November 2020

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7
Appendix 1: Accessibility audit.....	8

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.

Our school operates within its seven core Christian values and these guide all decisions and approaches put into place. Therefore, throughout this plan, our approaches have been guided by these values. We are a fully inclusive school and although this policy will be reviewed every three years, we would review at an earlier date if situations changed and we needed to adapt our approach.

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.

For information relating to the Northants County Council Accessibility Plans please follow this [link](#).

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, 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.

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>Including established practice and practice under development</i>	Objectives <i>Short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities, particularly through collective worship and PSHE lessons.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Where a visual impairment is a barrier to accessing the Curriculum, aids are provided.</p>	<p>Develop our approach to assessing children with special needs and disabilities in order to show the good progress they make through our school.</p>	<p>SENDCO to visit other schools in order to gather evidence of good practice</p> <p>Adapt current in school practices</p> <p>Review the monitoring and evaluation of interventions across the school</p>	<p>SENDCO</p>	<p>July 2018</p>	<p>The progress made by children with SEND is similar to or above that of their peers</p> <p>The evaluations of interventions show that they are having a positive impact and where this is not the case they have been changed or removed</p>

	<p>Training is provided for staff who teach children with particular needs or disabilities in good time in order that they can provide first quality teaching for all pupils.</p> <p>External agencies such as the teacher of the deaf/blind are used in order to best support pupils with hearing/vision impairments</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>Ramp access is available through the rear of the hall and then the rest of the school is accessed on one level</p> <p>All corridor widths and door access to rooms are wide enough for wheel chair access</p> <p>Library shelves are at an accessible height to all individuals</p>	<p>Ensure access to the school is available for all individuals through the main entrance</p> <p>Ensure there is available parking for disabled individuals</p> <p>Ensure that the evacuation plan enables all individuals including those with a disability to be evacuated safely and within the 2 min time target</p>	<p>Purchase a foldable ramp that can be used to access the building by the front door when required.</p> <p>Investigate options of permanent ramp at front entrance.</p> <p>Governors to assess the structure of the car park and identify a process for creating space when required</p> <p>Review the emergency evacuation plan with particular attention to evacuating a wheelchair user to the evacuation point.</p>	<p>HT & H&S Gov</p> <p>HT & H&S Gov</p> <p>Bursar to commission external agent</p>	<p>January 2018</p> <p>January 2018</p> <p>January 2018</p>	<p>Ramp access is available through the front of the building</p> <p>Car parking is available for disabled staff, children or visitors</p> <p>Evacuation plan has been reviewed and will enable all people to be evacuated safely within the 2 min time target</p>

		Provide disabled toilet access	Investigate the options of changing the current larger staff toilet to be more accessible and meet the requirements of a disabled toilet.	HT & H&S Gov appoint a suitable person to install	January 2018	Disabled toilet facilities are provided in at least one toilet in school
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources on request • An induction loop in the front office • Pictorial or symbolic representations where appropriate <p>One member of teaching staff is trained to communicate using sign language</p> <p>Website is used in order to inform stakeholders about in school activities</p> <p>Social media is used in order to communicate upcoming events</p>	Increase the accessible information available to parents on the playground and on the website	<p>Look to install an Anomaly screen in order to present current news items and school information. This is also to be displayed on the school's website.</p> <p>Review signage when new signage is put in to assess whether yellow background with black text is required in order to be more accessible.</p> <p>Investigate the option of having the facility on the website to change the colouring to a more accessible mix for visually impaired people.</p>	HT	December 2017	Screen has been installed and information given is updated and relevant

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 full governing board.

5. Links with other policies

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

- 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	The whole is operated on one ground level. There is ramped access to the school via the hall door accessible from the playground.	None.	--	--
Corridor access	All corridors around the school are wide enough for disabled access.	Ensure all corridors are kept clear of coats and bags so that access is not prohibited at any time.	All staff	Ongoing.
Lifts	No lifts in school as all areas are accessible on one ground floor.	None.	--	--
Parking bays	There is no current bay for disabled parking within the car park.	Governors to assess the structure of the car park and allocate one bay for disabled access.	HT & H&S Governor	January 2018
Entrances	The front entrance requires stepping one step of 16cm in order to access the school. There is no ramp currently available to support access to the school although there is ramped access via the playground.	Governors to consider purchasing a ramp to support the access to the front of the school for disabled individuals.	HT & H&S Governor	January 2018

Ramps	<p>Main hall – a tarmac ramp supports access to the school through the double doors from playground into the hall.</p> <p>Access to field – there is no ramp to gain access to the field via the playground. This could potentially cause issues when evacuating the premises in an emergency.</p>	See emergency escape routes below.	--	--
Toilets	All toilets are accessible on the ground floor. However, no cubicles have aids for disabled pupils or staff to use.	Governors to consider installing grab rails to the larger staff toilet in order to create a space that is accessible to disabled individuals.	HT & H&S Governor	<p>January 2018 to have reviewed access and decided where grab rails are to be installed or not.</p> <p>February 2018 for installation.</p>
Reception area	<p>Accessed by a 16cm step with no ramp access although could access through the school hall.</p> <p>A hearing loop is stored in reception in order to benefit those with a hearing impairment that may visit the school.</p> <p>Entrance is via an intercom system which has been installed at an accessible height along with both door being double width.</p>	None.	--	--

Internal signage	Some fire evacuation signs are pointing in the wrong direction for some evacuation routes	Review plan for evacuation through a fire risk assessment	HT / Bursar	January 2018
Emergency escape routes	Limited access to the school field, which is the meeting point for emergency evacuation, for an individual that could not use steps quickly.	<p>Risk assess the emergency evacuation of disabled individuals due to the limited access via ramps.</p> <p>Currently, the only possible way to access the field is via the grassed ramp after the driveway from the car park. However, in an emergency evacuation, this would require the whole route to be carried out next to the building.</p>	HT & H&S Governor	Plan to be put in place by January 2018