

**HOLY TRINITY PRIMARY SCHOOL
CURZON ESTATE
TATTERSHALL**



Accessibility Plan

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Checked by	Academy Committee	
Review frequency	Every three years	
Next review due	July 2027	

School Vision:

Inspired by God the Trinity and St Julian of Norwich, we have a vision to be an aspirational school that honours and celebrates each person. We work together to deliver excellence in learning so that our interests and talents can be nurtured for the benefit of the whole community. We are knit together by our shared values and we are rooted in hope for the future.

"All shall be well because we are knit together and rooted in hope"

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

We at Holy Trinity C of E Primary School endeavour to ensure that no child is excluded from any aspect of school life. This policy will outline progress to date and future developments in relation to the issues of access and disability. This policy has been informed by an accessibility audit carried out by our school SENDCO in collaboration with staff members and through this audit we have identified progress and improvements our school intends to make over the next three years to improve our provision and guarantee equal opportunities for all.

2. The following strategies have already been, or are in the process of being, implemented.

- a) b) Provisions are planned carefully at the beginning of a new academic year to take into account disability issues, including access to the outdoor learning areas.
- b) We have access to various LEA and National support agencies, for advice.
- c) Provision has been made via our ICT plan for alternative methods for children to record their work.
- d) PE lessons and equipment are readily adapted to ensure disabled pupil's inclusion
- e) Specific support programmes are incorporated into class timetables wherever possible.
- f) Access to contact details for support associations have been collated and are available if and when required.
- g) Visual timetables may be placed in classrooms.
- h) School residential visits or day visits are carefully planned to take into account physical, medical or sensory impairment or any other impairment a child may have

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Academy Committee members and staff.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Our school offers a scaffolded curriculum for all pupils - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed and adapted to ensure it meets the needs of all pupils	- To ensure that all provision plans and PEEPs are up-to date for all students with a disability. - To ensure all needs are being met within ALL classrooms. - To provide timely and appropriate interventions to support students – physically or cognitively	Audit PEEP's and cross reference with provision maps. Learning walks. Book scrutiny. Data tracking and pupil progress meetings.	SENDCO SENDCO/ HoS SENDCO/HoS	December 2026 July 2027	All PEEP's uploaded to CPOMS INSIGHT tracking data – pupil outcomes in line with national.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: - Ramps - Corridor width - Door widths - Disabled parking bays - Library shelves at wheelchair-accessible height	Although some ramps are in place in certain classrooms there are not on every classroom door. In these classes access would be via the main office.	Reasonable adjustments would need to include changes to the toilets to ensure that there was access for wheelchair users	Site Manager	July 2027	Installation of additional ramps and disabled toilet facilities to be considered

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	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 make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Coloured exercise books / presentations and resources for those with IRLen or Visual Stress. • Support staff to communicate with appropriate vocabulary and to scribe / read / speak on behalf of those who may struggle (when required)	To have more staff within school trained in the use of : • Clicker • Widgit • YARC reading intervention	Look at training offers linked to communication offered by Educational Psychologist	SENDCO	July 2027	TAs are trained to support children needing different communication methods.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Head of School and executive Headteacher/ It will be approved by the Academy Committee

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
 - SEND policy
 - Supporting pupils with medical conditions policy
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