

Policies & Procedures

Accessibility Plan 2018

Date policy approved	DRAFT for Spring 2018
Approving body	Local Governing Body
Next review date	Spring 2021
Previous review date	



Part of



Holy Trinity CE Academy, Rothwell

Accessibility Plan 2018

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

Holy Trinity CE Academy, Rothwell 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 plan will be made available online on our website, and paper copies are available upon request.

We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We support any available partnerships to develop and implement the plan.

Our 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, parents, 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.

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
<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>Interventions: These will be implemented 1:1 or small group based on the needs of the pupil and with advice where appropriate from: Physio, Educational Psychologist, Counsellors, Occupational Therapist, Hearing, Vision, Learning specialists etc.</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</p>	<p><u>Short Term:</u> To ensure all students are able to access a full and varied curriculum whilst aiming for aspirational targets in order to stretch and challenge. Regular review of the timetables students timetables to ensure that access is as easy as practical. To ensure where practically possible access is available throughout a large percentage of the school</p> <p><u>Medium Term:</u> For a greater number of students to have the individual support needed to achieve their full potential. As budgets allow for the installation of permanent ramps, hand rails and doors to comply with DDA.</p> <p><u>Long Term:</u> For a higher percentage of students to achieve their aspirational targets</p>	<p>Termly reviews of any student that has accessibility issues</p> <p>Program accessibility works to be carried when budget allows or become essential</p> <p>Continued room changes where required</p> <p>Further intervention and support from SEN team/pastoral staff/intervention mentors</p> <p>Alternative Timetable</p> <p>Enrichment programme</p> <p>Increase access to resources for students</p>	<p>SLT/SENCO</p> <p>Abbey Estates Team</p> <p>SLT/SENCO</p> <p>SEN Team</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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	<p>pupils. On occasions an alternative curriculum may be required (different year group curriculum, life skills curriculum etc)</p> <p>Access arrangements for assessments to allow students of all abilities to reach their full potential</p> <p>Room changes where required for students with a disability</p>				
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps/Hand Rails • Corridor width • Disabled parking bay • Disabled toilets and changing facilities <p>Room changes are made where required for students with mobility issues e.g. Y3 classroom has wider external doors and easy access to the disabled toilet.</p> <p>Most of the school is accessible to disabled student & the school</p>	<p><u>Short term:</u> To maintain existing access to a high standard to ensure the safety of staff and students.</p> <p><u>Medium Term:</u> To improve access and availability in existing buildings. As budget allow the installation of wider doors etc.</p> <p><u>Long Term:</u> To provide access to ALL students with mobility issues to all areas of school.</p>	<p>Continued monitoring and maintenance of existing provision.</p> <p>Identification of direction on doors opening and glass doors to be clearly marked.</p>	<p>SLT/Abbey Estates Team</p>	<p>Ongoing</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
	<p>strives to ensure that students have minimal obstacles from carrying out a normal school day</p> <p>Clearly sign posted corridors and classrooms.</p> <p>Leaving lesson early with supervision if required to avoid accidents.</p>				
<p>Improve the delivery of information to pupils with a disability</p>	<p>We use a range of communication methods to ensure information is accessible, including:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources <p>Quality First Teaching</p> <p>Personalised Pupil Passports written with pupils</p> <p>Pastoral Team Support</p> <p>Home/School Books for vulnerable pupils</p> <p>TA support used within lessons to ensure information is passed and recorded</p>	<p><u>Short Term:</u> To maintain and monitor existing provision to ensure good access to relevant information for all students</p> <p><u>Medium Term:</u> To develop initiatives to aid accessibility to information for students in each year group.</p> <p><u>Long Term:</u> Students with acute additional needs to be able to access all school information independently.</p>	<p>Update software regularly</p> <p>Install new and appropriate programmes for students</p> <p>Regularly maintain ipads/laptops, etc</p> <p>Further develop home-school links using available technology</p> <p>Encourage use of Home/School books for recording information</p> <p>Parent/staff training on school website/learning platforms</p>	<p>SENCO SLT Pastoral/ TAs</p>	<p>Ongoing</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
	<p>Differentiation within the classroom and adaptation of work from support staff</p> <p>Annual reviews for students with SEND and student involvement in this</p> <p>Transition planning and support</p>				

4 Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Approach to school	The Accessible parking bay is very faint and cannot be seen very well.	Re-mark the accessible parking bay so a clear outline can be seen.	CLO	16th April 2018
Corridor access	Corridor access throughout the school considering the buildings' age is good although corridors do have a tendency to be very busy.	Students to leave class early with their buddy to ensure safe movement on the corridors avoiding injury to self & other students & staff Keep all corridors clear and good housekeeping must be in place at all times	DF KL	Individually reviewed
Parking bays	The school ensures individuals have a dedicated drop off point agreed with all parties to ensure it is the most suitable for the individual. The school has dedicated disabled parking bays for visitors	Meet with individual parents to discuss dropping off & collection of the student	DF	When required
Doors	Some doors have high level handles to prevent pupils from leaving the room unsupervised.	When required complete a PEEP in this include the rooms that have the high level handles and make alternative arrangements for wheelchair users.	DF	When required
Toilets	There is one disabled toilet located in the main reception area across from the main office		DF	

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Reception area	<p>Reception entrance does a have a small step up upon entering.</p> <p>There is always a member of staff on reception during the school opening hours</p>	Instruction reception staff that they will be required to assist wheelchair user with access to the school.	DF	28 th March 2018
Emergency escape routes	Each individual with accessibility issues needs to have a Personal Emergency Evacuation Plan and dedicated PEEP buddies	Ensure that each individual with accessibility issues has a PEEP.	DF	Ongoing as required
Training	Equality & Diversity Awareness training to be arranged	This training can be completed on ihasco for all relevant staff.	DF	1 st June 2018
Fire exits	Most of the fire exits within the school are not wide enough for a wheelchair to exit from	If or when a wheelchair user were in the school premises. A room would be allocated near a suitable route out in an emergency and also located close to the disabled facilities.	DF	When required
Suitable room	Allocating a suitable room for a wheelchair user	G043 ICT Suite is the most suitable room due to having two exits out via double door and is located very close to the disabled toilet. It has quick exits out in emergency through either the main entrance double doors or the double doors that back out on to the playground.	DF	When required

5 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 Governing Body.

6 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 (SEND) information report and policy
- Supporting pupils with medical conditions policy