

Accessibility Plan



Policy Statement

At Holy Trinity CE Primary School we embrace the vision for a highly educated society in which opportunity is equal for children and young people – no matter what their background or family circumstances.

With Christian faith central to our ethos and teaching, we strive to provide a happy, caring environment to maximise learning and achievement.

Our aim is for this ethos to permeate every aspect of the curriculum – lessons, events, routines, out of school clubs, trips and visits – and this policy seeks to ensure that our vision is fully realised and adhered to by all members of the school community.

Governing Body

Lead Person	Acting Headteacher- Pauline Thomas
Link Governor/Chair of Committee	Chris Tongeman – Chair of Governors
Committee	Governing Body
Date Reviewed (incl. signature of Link Governor/Chair)	November 2025
Date Ratified	November 2025
Next review date	November 2027

Accessibility Plan

Excellence in how we worship, learn and work together

Holy Trinity Church of England Primary School Mission Statement:

Every one of our children is unique and special. We are committed to providing an exceptional learning experience for all the children in our Holy Trinity family.

We strive to enable our children to acquire the knowledge, skills and characteristics they need to be successful in the wider world.

At Holy Trinity, we serve our community with compassion, love, empathy and kindness in all that we do.

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.

- ❖ We are committed to providing an accessible environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- ❖ Holy Trinity C of E Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
- ❖ An Accessibility Plan will be drawn up to cover a three -year period. The Accessibility Plan will contain relevant actions to:
 - ❑ Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - ❑ Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA).
 - ❑ This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - ❑ Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities.
 - ❑ Examples might include hand-outs, newsletters, books and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

❖ We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

❖ 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.

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.

3. Action Plan

Identifying Barriers to Access – a checklist and plan of action			
<i>How does our school deliver the curriculum?</i>			
Questions	Yes	No	If no, what plans are in place?
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X		
Are your classrooms optimally organised for disabled pupils?	X		
Do lessons provide opportunities for all pupils to achieve?	X		
Do lessons involve work to be done by individuals, pairs groups and the whole class?	X		
Are all pupils encouraged to take part in music, drama and physical activities?	X		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	X		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	X		
Do you provide access to computer technology appropriate to all pupils irrespective of attainment or impairment?	X		
Are there high expectations of all pupils?	X		

How does our school deliver materials in other formats?			
Questions	Yes	No	If no, what plans are in place?
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard form of printed information?		X	N/A – we have no visually impaired pupils at present. The school will provide resources if and when a visually impaired pupil starts.
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projectors and describing diagrams?	X		
Do you have the facilities such as ICT to produce written information in different formats?	X		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	X		YES, however, we are always looking for relevant courses for support staff and teachers to attend which will enable them to develop appropriate skills.
Is our school designed to meet the needs of all children?			
Questions	Yes	No	If no, what plans are in place?
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, library, outdoor sporting facilities and playground allow access for all pupils?	X		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and toilets?	X		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X		
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability, including alarms with both visual and auditory components?		X	NO, at present we only have an auditory fire alarm system. The school will provide a visual alarm if a hearing impaired pupil starts.
Are non-visual guides used, to assist people to use buildings?		X	N/A
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		X	
Are areas to which pupils should have access well lit?	X		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		X	N/A – we have no hearing impaired pupils at present. The school will provide resources if and when a hearing impaired pupil starts.
Is furniture and equipment selected, adjusted and located appropriately?	X		

4. Monitoring Arrangements

The effectiveness of this policy will be monitored by the headteacher and governing board.

This policy will be reviewed every two years, but can be revised as needed.

This policy will be approved by the full governing board.

5. Links with Other Policies

This policy links to our policies on:

- Behaviour for Learning Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health and Safety Policy
- SEND Policy

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education, September 2025'

Policy Adopted by Governors in: November 2025

Policy Due for Review: November 2027