

# Holy Trinity C of E Infant School



Part of the Minster Trust for Education



## Accessibility Plan

Approved Autumn 2021

Next review: Autumn 2024

## **Introduction**

At Holy Trinity C of E Infant School, our vision is: ***I can, you can, together we can be the best that God created us to be.***

We live out this vision every day, and it underpins the way in which we support each and every one of our pupils to access and engage with their learning, being the best that they can be, in a nurturing and stimulating environment.

## **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 C of E Infant 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 is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Holy Trinity C of E Infant 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 staff and governors of the school.

## **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.

## **Action Plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

	<b>Objectives</b>	<b>How</b>	<b>Who</b>	<b>Resources</b>	<b>Timescale</b>	<b>Monitoring</b>
<b>1</b>	To be aware of the access needs of disabled children, staff, governors, parents, carers and visitors.	Site is accessible for all and termly site checks are completed to ensure that the site is safe and accessible for all. Care plans are in place for pupils and staff where needed.	Head Caretaker	As required	Ongoing Termly checks	Head/ SLT
<b>2</b>	To be aware of and improve access for pupils who may have difficulty moving around the school.	Ensure care plans are in place to support all pupils with mobility issues. Site is accessible for all and termly site checks are completed.	Head Teacher Parent  Head Caretaker	Accessibility and Care Planning.  Maintenance Budget	Ongoing  Termly check	Head Governors
<b>3</b>	To ensure all people with disabilities can be safely evacuated in an emergency	Ensure that there is a Personal Emergency Evacuation Plan for all disabled pupils and members of staff Ensure all staff are aware of their responsibilities in an evacuation as outlined in the Emergency Plan. Ensure all fire exits are clear and that exit routes are appropriately accessible	Head Teacher  Head  Head Caretaker		Review plans annually or more frequently if pupil needs change	Head Governors
<b>4</b>	To ensure all school visits and trips are accessible to all pupils	Ensure that venues and transport are checked for accessibility. Ensure that staffing is available to provide appropriate levels of support.	Class teacher  Class teacher	Training as required to ensure staff are confident in planning activities which are accessible	Ongoing	Head
<b>5</b>	To ensure staff receive relevant training in a range of effective strategies to support pupils with SEND	Update SEND policy and SEND report annually. School to seek advice from external agencies and attend training where required	Head  LA MITRE	Training costs	Ongoing	Head/ SLT

### **Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary, particularly in light of any specific needs that are presented by pupils/staff/parents/governors joining the school. It will be approved by the governing body.

### **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
- Supporting pupils with medical conditions policy
- Emergency Plan.

The plan is available on the school website, and paper copies are available upon request.