Holy Trinity Pewley Down Accessibility Plan

Our Principles:

At Holy Trinity Pewley Down School we believe that all children are entitled to equal access to learning in accordance with their need regardless of their race, gender, sex, religion, sexual orientation, disability or age.

Our Vision:

- A zest for learning and a love of life
- Being treasured and loved as a unique child of God
- Embracing the future with hope and confidence
- Seeing Heaven in a moment
- Imagining the journey in another's footsteps
- Learn to live

Context:

(Equality Act 2010- last reviewed in April 2020)

Definition- a person has a disability if:

a) they have a physical or mental impairment, and
b) the impairment has a substantial and long-term effect on P's ability to carry out normal day-to-day activities.

Follow the link to other relevant policies to our SEND provisions on our school's website: Holy Trinity Pewley Down Policies.

Holy Trinity Pewley Down Accessibility Plan

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995, Sex Discrimination Act) and to further the aims of our Vision, in the following ways: continuing to improve all aspects of the curriculum, the physical environment of the school site, other resources and information so that all pupils with a disability and stakeholders can take full advantage of the education and associated opportunities provided by the school.

1. We are committed to providing an accessible environment which values and Includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to building positive attitudes towards disability and accessibility and to developing a culture of awareness, acceptance and inclusion.

2. Holy Trinity Pewley Down plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three-year period. This plan will be updated annually.

4. The Accessibility Plan will layout the school's actions and plans to:

- Improve access to the physical environment of the school, adding specialist facilities where necessary. This includes reasonable adjustments to the physical environment of the school and physical aids which enable access to all aspects of education and school life.
- Increase access to the curriculum for pupils with a disability. This includes rethinking use of technology and activities as well as making reasonable adjustments to the curriculum. It also covers the wider curriculum including after-school clubs, school trips or leisure and cultural activities. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- It may also be necessary to improve and make reasonable adjustments to any written information to pupils, staff, parents/carers and visitors. Examples of such written information might include worksheets, timetables, textbooks and communication with home including the school's weekly newsletter and Just to Let You Knows.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan, as such, some targets will roll over onto the next plan.

The Accessibility plan will be reviewed and revised annually by the SLT, Governing Body and Reference Group. The review will use the school provision mapping system, children's individual access plans that are encompassed in EHCPs, data monitoring information and the priorities in the School Development Plan. The Accessibility plan will be available to all children, staff, governors and parents/carers to contribute to the review process at any time. The Accessibility plan will be published on the school website and can be available as a paper copy from the school office.

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Participation of all children in the school curriculum

Action/targets	Evidence	Staff/resources	Strategies	Monitoring and Success criteria	Review date
• Ensure lessons (including PE) are appropriately differentiated to ensure the participation of the whole range of pupils. • Support to meet individual's needs when taking part in lessons.	• Lesson observations; planning; children's work; pupil progress data.	• Class teachers, support staff	• Use a range of teaching methods and styles e.g. questioning techniques, partner/group work, peer tutoring, visual timetables.	• Children make good progress and meet their targets. • Children achieve well in accordance with their ability.	• Ongoing
• Ensure that all staff have the specific training on disability issues.	• Feedback and evidence of training put into practice from learning walks and observations	• Class teachers, support staff	• Attending to staff training	• Staff Knowledge increased and training can be seen in lessons.	• Ongoing
• Organise classrooms to promote the participation and independence of all pupils	• Learning walks and improved pupil participation and independence	• SENCo	• Use of coloured papers, pens, simplified/enlarged text, coloured IWB background / ICT software.	• Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	• Ongoing
• Review visit policy and accessibility of planned school trips	• Risk assessments	• Class teachers, support staff, SLT	• Staff training on curriculum access. Targeted personal support as required.	• SLT and class teachers	• Ongoing
• Add reasonable adjustments to lesson observation pro-forma	• Learning walks	• SLT, SENCO and mentors	• Be aware of staff training needs Staff access appropriate CPD.	• Increased knowledge and confidence • Increased knowledge and teaching and learning strategies	• Ongoing

Reviewed and updated by Debbie Chadwick SENCO and Georgina Furlonger   March 2022   To be reviewed Annually

• Purchase of adjustable desk and writing slopes.	• Visible in classrooms where they are needed	• SENCO	• Review and implement a preferred layout of furniture and equipment to support the learning of all students, with particular emphasis on disabled students.	• Improved independence and handwriting	• Ongoing
• Any plans for individual children to be discussed with new staff at induction	• feedback and learning walks	• SENCO	• One-page profiles, training, observation • Employment of specialist staff, auxiliary aids and equipment	• New staff feel confident to work with all children	• Ongoing
• All curriculum programmes, schemes of work and resources cater for the needs of pupils with disabilities	• Observation and learning walks	• SENCO and SLT	• Ongoing staff training on new teaching strategies and research	• Increased knowledge and confidence to use a range of teaching strategies across the curriculum	• Ongoing
• Celebrate national/local events such as Downs Syndrome Awareness Day and Paralympics. Encourage visitors	• Dedicated celebratory days and events. Visitor's feedback.	• All staff and parents/carers	• Keep informed of upcoming events and how to include them into school life	• Positive attitudes and knowledge towards different charities/organisations and communities	• Ongoing

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Improving access to the physical environment

Action/targets	Evidence	Staff/resources	Strategies	Monitoring and Success criteria	Review date
• The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	• SEND Reviews/ SEND Support Arrangements documentations • Parent/Staff feedback	• SENCO, Headteacher and Govenors	• To create access plans for individual disabled pupils as part of the SEND Review process when required • Be aware of staff, governors and parent's access needs and meet as appropriate. • Through questions and discussions find out the access needs of parents/carers. Consider access needs during recruitment.	• SEND Support Arrangements are in place for disabled pupils and all staff aware of pupils needs • Parents/carers have full access to all school activities • Access issues do not influence recruitment and retention issues. • All staff and governors feel confident their needs are met • Easy access for those using mobility or walking aids	• Time-scale as required • Induction and on-going if required Annually • Recruitment process
• Increase disabled access to HTPD		• Headteacher, Governing Body, Site Manager	Reconfiguration of disability access to toilets PD		• Ongoing
			• Paint steps using highlight visibility paint to ease access and mobility		• Ongoing

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• Improve entrance to PD	• Easily accessible ramps	• Headteacher, Governing Body, Site Manager			• Ongoing
• Pathway between the bays for cars to be parked and the HT building needs to be widened.	• Widened access along the pathway	• Headteacher, Governing Body, Site Manager	• Change layout of parking bays and distance between pathway and bays	• Wheelchairs and other mobility aids are able to access via the pathway	• Ongoing
• HT car park and path to be resurfaced.	• Improved accessibility for those using mobility aids	• SENCO, Headteacher and nominated staff		• Increased knowledge and confidence	• Ongoing
• Nominated staff to be trained in use of specific medical equipment	• Training certificates and increased knowledge of health and safety across staff	• SENCO, Headteacher and site manager	• Appropriate training	• Parking available for individuals with a Blue Badge or who require adapted access	• Ongoing
• Keep under review disability parking	• Feedback from parents/carers, staff and visitors		• Allocation of parking space		• Ongoing

Alternative formats for written information

Action/targets	Evidence	Staff/resources	Monitoring and evaluation	Success criteria	Review date
• Long term: Audit library books to check for accessibility • Adjusted/Differentiated lessons, visual and reading aids	• Reading books with buff paper for those with dyslexia/scotopic sensitivity/visual stress.	• English coordinator and SENCO	• Fed back to SLT for action planning	• Children with known dyslexia and/or tendencies will independently access age-appropriate reading tasks.	• Ongoing