



ACCESSIBILITY PLAN
2022-2025



Date ratified by the Governing Body November 2022

Holy Trinity Catholic School

ACCESSIBILITY PLAN

3-year period covered by the plan: Autumn 2022 – 2025

INTRODUCTION

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make ‘reasonable adjustments’ to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

The reasonable adjustments duty is triggered only where there is a need to avoid ‘substantial disadvantage’. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

These duties apply to disabled pupils, as defined in the Equality ACT 2010. The act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not itself mean that a pupil is disabled. It is the effect on the person’s ability to carry out normal day-to-day activities that has to be considered.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight

- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

A child's ability to memorize, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Some disabled pupils also have special education needs (SEN) and may be receiving support via school-based SEN provision or have a statement of SEN. Just because a disabled pupil has SEN or has a statement does not take away the duty to make reasonable adjustments for them. In practice, or course, many disabled pupils who also have a statement of SEN will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

Health and Safety

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

Charging Arrangements for Making Reasonable Adjustments

It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

THE PURPOSE AND DIRECTION OF THE SCHOOL'S PLAN: VISION AND VALUES

Holy Trinity Catholic School is committed to ensuring equal opportunities for any pupil or employee with a disability, to removing barriers to progress and, to making reasonable adjustments to reduce disadvantage.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. As a school we:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

The school's policies on Bullying and PHSE promote equality and respect for all regardless of gender, race, colour, creed or impairment.

This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required under the Equality Act 2010. The three key duties are to:

- Increase the extent to which disabled children and young people can engage in the school curriculum.
- Improve the physical environment of the school to increase disabled pupils' physical access to education and extra-curricular activities.
- Improve the delivery of information to disabled children and young people, using formats which give better access to information.

The responsibility for the Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

INFORMATION FROM PUPIL DATE AND SCHOOL AUDIT

Holy Trinity Catholic School currently has 187 full time children on roll in YR – Y6. Of these, 23 children are on our Special Needs Register including children with Dyspraxia and Dyslexia and a number of children with an autistic spectrum disorder.

No staff members have any medical conditions.

We are mindful of the adults in our school community.

Implications for School Admissions

Since September 2002, it has been against the law to discriminate in school admissions, education and associated services and exclusions. Parents have means of redress through admissions and exclusions appeals and Special Educational Needs and Disability tribunals which now sit in the Health, Education and Social Care (HESC) Chamber of the First-Tier Tribunal.

Other considerations:-

- Holy Trinity Primary School has had adaptations to improve access for those with physical disabilities. Staff work flexibly to organise classrooms to enable for all pupils.
- When arranging trips out, special attention is given to meet the needs of a child with disabilities. These needs will be highlighted on the risk assessment for the trip.
- If a pupil is absent from school for extended periods, then liaison with parents and relevant personnel from the health authority will take place in order to maintain access to the curriculum as near as possible to that being covered in school.
- All staff receive appropriate guidance and support to meet the School's duties to disabled pupils.
- The school will action any reasonable physical adjustments or provide auxiliary aids and services.
- Consideration is given to ensure that sufficient and appropriate support is available to enable equal opportunities for all.

VIEWS OF THOSE INVOLVED DURING THE DEVELOPMENT OF THE PLAN

Headteacher

Governors on Health & Safety Committee

Teaching, support and administrative staff

Parents and Pupil interview

MAIN PRIORITIES IN THE SCHOOL'S PLAN

INCREASING ACCESS TO THE CURRICULUM

- Visual prompts and resources including visual timetables are used to facilitate access for all pupils where these are seen to be helpful
- Disability awareness is promoted in the curriculum, through assemblies and specific events, for example The Paralympics
- Staff working with pupils with disabilities receive specialist training
- Our Raising Achievement Plan focuses on the five outcomes in 'Every Child Matters' underlining our commitment to equal access and opportunities for all children.
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children, for example a named adult will provide 1:1 support if appropriate.
- Disabled pupils are able to access a range of activities and clubs beyond the school day; they participate in residential visits.

Future Developments

- On-going provision of specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum
- Wider use of prepared visual aids and prompts including visual timetables
- Consider OT assessment of classrooms and optimal seating positions

IMPROVING THE PHYSICAL ENVIRONMENT

- The school is fully accessible for wheelchairs and frames. Corridors and routes are kept clear of obstacles.
- Lunchtime seating arrangements are considered for pupils with a disability.

IMPROVING THE DELIVERY OF THE INFORMATION TO DISABLED PUPILS WHO REQUIRE SUPPORT ACCESSING WRITTEN INFORMATION

In today's modern society, the provision of information is now accessed and available in a variety of printed, spoken and electronic forms. We believe in effective communication to promote accessibility:

Large Print We have the facility to enlarge school documents as necessary. The Visual Impairment Service can give advice and support about producing accessible versions of documentation.

Easy Read This format was originally developed for people with learning disabilities, but now has a wider user group. It uses large print with illustrations and can be supported by audio. The language is reduced in complexity and jargon.

Braille and Other Alternative Formats SENSS will work in partnership with schools and other agencies to provide access for children with specific impairments or disabilities to a range of human, paper and electronic sources of information. They will give initial and recurrent training and support to schools.

Future Developments

- Use of specialist services including the Interpretation Service as appropriate, to meet the specific needs of disabled pupils.

MAKING IT HAPPEN

MANAGEMENT, CO-ORDINATION and IMPEMENTATION

Lead Responsibilities:

Headteacher
ACTION ONE:

H&S Committee
Increasing the extent to which disabled pupils can participate fully in the curriculum

Target	Action Needed	Outcomes	Time Frame
Ensure the school curriculum is fully accessible to all pupils, including those with a disability	Audit school population (pupils/parents/staff) to identify those with disability and specific medical needs	Disability and Medical Registers up to date Data gained for the updating of the Scheme and Action Plan	January annually
	Promote awareness of disability issues through assemblies and PSHE	Assembly Record and lesson plans	Ongoing
	Identify and address training needs of staff to understand and meet the needs of disabled pupils	Support staff and teachers receive appropriate training, including annual epi-pen training	Ongoing
	Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum	Disabled pupils have access to equipment appropriate to their needs	Ongoing
	Use of visual timetables	Visual timetables designed for use with identified pupils	Ongoing
Disabled pupils supported at play times as appropriate	Assign a designated TA to any pupil needing 1:1 support at playtimes	Disabled pupils feel safe and are supported with social interaction	Ongoing

Risk Assessments enable children with disabilities to have full access as far as possible	External advice sought as necessary including from OT Service to audit classrooms	Children with disabilities access school trips, special events, after-school clubs etc	Ongoing
Staff to be aware of Statutory Inclusion Report and show that they are using it within their teaching and learning	Revisit Statement annually	Inclusion Statement permeates all aspects of the life and work of the school	Ongoing

ACTION TWO: Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Target	Action Needed	Outcomes	Time Frame
<p>School to be aware of services available for visually and hearing impaired children and children with Downs Syndrome and other disabilities</p>	<p>Access training to meet the needs of individual pupils when and where appropriate</p> <p>Consult the Ormerod for advice on good practice</p>	<p>School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support and guidance; and relevant training and development.</p> <p>School staff well informed to meet the needs of all pupils</p>	<p>Ongoing</p>
<p>If appropriate, explore Braille, audio CD and Loop system for visually and hearing impaired members of the school community</p>	<p>Specific needs of new pupils with a disability are identified and planned for</p>	<p>Needs of individual children are met and enable increased access to education</p>	<p>Ongoing</p>

ACCESS TO THE PLAN

The governors will report on the School's Accessibility Plan to parents and carers in their annual Equality Report which is posted on the school's website. This will be linked to other reporting requirements in respect of disabled pupils:

- The arrangements for the admission of disabled pupils
- The requirements for the governors of the school to report annually on the school's SEN Policy

Lorna Buchanan, Headteacher

Autumn 2021

This Accessibility Plan was agreed and recommended for adoption by members of the Health & Safety Committee at their meeting in the