



Holy Trinity Catholic School

Accessibility Policy

Reviewed September 2018

# ACCESSIBILITY PLAN

**3-year period covered by the plan: Autumn 2016-2019**

## 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 of 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 educational 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, of 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 other 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.

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

Holy Trinity Primary 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 lies with the Governing Body and Headteacher.

It is a requirement that the school's Accessibility Plan is resourced, implemented, and 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 DATA AND SCHOOL AUDIT**

Holy Trinity Primary School currently has 200 (FTE) children on roll in YR-Y6. Of these, 24 children are on our Special Needs Register including children with Dyspraxia and Dyslexia and a number of children with an autistic spectrum disorder. A further pupil in our Foundation class has a life threatening medical condition and special provision agreed in liaison with her parents.

One staff member has a medical condition.

We are mindful of the adults in our school community

### **VIEWS OF THOSE INVOLVED DURING THE DEVELOPMENT OF THE PLAN**

Headteacher SENCO

Asst SENCO

Teaching, support and administrative staff

Governors on Health & Safety Committee

Parents

Pupil interviews

### **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 class rooms 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.
- An Intervention/Nurture Room was set up in 2015 as a place where children can take time out; a place for quiet, reflection.
- A reflective garden is to be started in November 2016 as a place where children can take time out; a place for quiet, reflection and Prayer.
- Lunchtime seating arrangements are considered for pupils with a disability.

### IMPROVING THE DELIVERY OF 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 IMPLEMENTATION

#### Lead Responsibilities

Headteacher: Lorna Buchanan

Office Manager: Cathy Pickford

Caretaker: Mark Henderson

H&S Governor:

Action One: Increasing the extent to which disabled pupils can participate fully in the curriculum

Target	Action Needed	Outcomes	Time Frame
<b>Ensure the school curriculum is fully accessible to all pupils including those with a disability</b>	Audit school population (pupils/parents/staff) to identify those with disability and specific medical needs. Annual Equality questionnaire to parents to gain their views.	Disability and Medical Registers are up-to-date Data gained for the updating of the Scheme and Action Plan.	Autumn 2012
	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 to meet identified need
	Use of visual timetables	Visual timetables designed for use with identified pupils.	Ongoing
<b>Disabled pupils supported at play times if appropriate</b>	Assign a designated TA to any pupil needing 1:1 support at play times.	Disabled pupils feel safe and are supported with social interaction.	Ongoing
<b>Risk Assessments enable children with disabilities to have full access as far as possible</b>	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
<b>Staff to be aware of Statutory Inclusion Statement and show that they are using it within their teaching and learning</b>	Revisit Statement annually. Review curriculum and other policies (in line with review cycle) to ensure they clearly define their role in promoting equality for all members of the school community.	Inclusion Statement permeates all aspects of the life and work of the school. Inclusion Statement is reflected in all policy documentation.	Ongoing Ongoing as documentation is reviewed

Action 2: 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
School to be aware of services available for visually and hearing impaired children, and children with Downs' Syndrome and other disabilities.	Access training to meet the needs of individual pupils when and where appropriate.	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.	Ongoing
If appropriate explore Braille, audio CD & Loop system for VI and HI members of the school community.	Specific needs of new pupils with a disability are identified and planned for.	Needs of individual children are met and enable increased access to education	Ongoing
School to be aware of services and training available for children with Mental Health issues.	Access training to meet the needs of individual pupils when and where appropriate.	Needs of individual children are met and enable increased access to education	Ongoing

### 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**

This Accessibility Plan was agreed and recommended for adoption by members of the Health & Safety Committee at their meeting in the Autumn Term 2016

Signed: Chair of Governors

**FUTURE REVIEW: SPRING 2018**