



ACCESSIBILITY PLAN

Mission

Trinity is a community of Catholic faith and learning, committed to nurturing educated, informed, fulfilled and socially responsible citizens.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

The school mission statement expresses the school vision and is pertinent to this plan:

Trinity is a community of Catholic faith and learning, committed to nurturing educated, informed and socially responsible citizens.

Our school ethos statement includes this comment on values:

Every member of the school is created in the image of God and is of unique value. We affirm the importance of each student with due regard to their social, ethnic and linguistic background, gender, various gifts, needs and abilities.

These statements make it clear that the school community has high expectations of all students and of the school community. For all students to achieve their best; barriers to access to the curriculum and facilities need to be identified and solutions to overcome these barriers found.

We believe that this accessibility plan is compliant with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010.

School governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period.

1B: Information from pupil data and school audit – (updated Nov 12)

SEN Status and Needs								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
School Action.	20	37	33	22	37	6	1	156
Autistic Spectrum Disorder		2	2	4	2	1		11
Behaviour, Emotional and Social Difficulty	2	9	4	6	13			34
Hearing Impairment		1		1	4			6
Moderate Learning Difficulty	14	18	19	4	13	1		69
Other Difficulty/Disability	1							1
Severe Learning Difficulty		1						1
Specific Learning Difficulty	2	4	6	6	5	3	1	27
Speech, Language or Communication Need	1	1	2	1		1		6
Visual Impairment		1						1
School Action+	3	1	1		1		1	7
Behaviour, Emotional and Social Difficulty	1		1					2
Moderate Learning Difficulty	1	1						2
Speech, Language or Communication Need	1							1
Visual Impairment					1		1	2
Statements	2	2	3	2	3	2		14
Autistic Spectrum Disorder	2					1		3
Behaviour, Emotional and Social Difficulty					2			2
Moderate Learning Difficulty				2	1			3
Physical Disability						1		1
Severe Learning Difficulty		1						1
Specific Learning Difficulty		1	1					2
Speech, Language or Communication Need			2					2
Grand Total	25	40	37	24	41	8	2	177

The following list shows a number of ways in which the school currently supports disability access:

- Disabled toilet facilities plus physical assistance
- Appropriate levels of adult support (including full time)
- Total assistance, toilet support when appropriate
- 3 three level lifts and 3 platform hoists giving access to all rooms
- Ramps on main entrance and exit routes and in corridors
- 3 sets of automatic entrance doors
- Several doors kept open – linked to fire alarm system
- Evacuation chairs
- Home school transport
- IDS support (Integrated Disability Service) from WCC
- Access arrangements for exams – readers, scribes, transcripts, word processors, extra time, separate rooms
- Access arrangements for lessons
- On field supervision for PE

- Appropriate work experience placements
- Resources in classrooms e.g. Laptops
- Students participate in curriculum and pastoral trips including residential trips abroad

One classroom has been acoustically improved for a teacher with hearing loss – through Access to Work Scheme.

Disability Access is looked at by all students as part of the PSHCE programme.

1C: Views of those consulted during the development of the plan

A School Environmental Audit in Feb 06 (conducted by A Wood GDBA) and a visit by Jo Jones – LA Safety and Premises to discuss visual impairment access in Apr 06 listed the following main areas that need addressing in the school:

Isolated supporting posts needing highlighting at eye level – Sc, Ar, Chapel - completed

Raised ramps in corridors needing highlighting – main corridor, En4 - completed

Raised areas in Sc need to be identified and marked - completed

Restricted areas in Technology need updating – areas now cleared of old equipment

Consistent colour needs to be adopted for doors (Some very light blue, some dark) – dark blue adopted

Some storage hooks in Gym have poor contrast

Outside steps need highlighting – completed – refreshed 2012

External ramps, stairs and drains need highlighting in yellow paint – completed – refreshed 2012

Judith Wells – DISCS has highlighted need for push pad operated door openers to allow independent wheelchair access – 3 external doors now automatic

Better communication needed when normal access arrangements are not possible e.g. when a lift breaks down

Access to new rooms Sc5,6,7,8,9 and ICT5 requires use of stairs – access now possible by lifts

Poor lighting in main corridor – now refurbished with better lighting

Need for a school plan with access points, ramps, lifts and disabled toilets clearly marked – completed

Annual input from Learning Support + Premises

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The following issues were part of recent School Development Plans

Key Issue 1: improve curriculum planning ... improve quality of teaching & learning:

Curriculum review responds to Every Child Matters

Update policy and schemes of work for PSHE and citizenship

Key Issue 3: improve the quality and effectiveness of assessment:

Improve use of assessment data ... for target setting

Target setting days when parents meet tutors

Develop computerised assessment, reporting and tracking

Key Issue 4: review of schemes of work to ensure needs of all students are met

Key Issue 5: ensure National Strategy used ... to raise attainment:

Share strategies to improve quality of teaching & learning

SEN department fulfil an essential role in identifying potential problems with access to curriculum and the wider curriculum activities. They collaborate with school staff and parents to overcome problems in the immediate and short term, recommending longer term structural changes

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Items identified in 1c involving highlighting of steps/ramps and posts were completed Aug 07

Lift in Sc4 allows movement between 3 levels giving access to Sc5,6,7,8,9 and ICT5 from the English area or Sc 4 (see 1c)

Doors in older areas of school with poor contrast have been repainted in a darker blue completed Aug 10

Redecoration and lighting in main corridor planned from Devolved formula capital funding 07/08 - completed Aug 07

Door control through magnetic devices linked to fire alarm system at least 23 doors completed as of Nov 08

Additional Door control added in 2010

Main notice boards to be used for lift / access information near entrance areas, notices to be added by premises staff

Mirrors added to disabled toilet to assist student for personal care

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Departments required by Learning Support to detail texts used so that appropriate larger texts can be available where and when necessary.

Learning Support work with students and parents and Support Services to identify need for alternative provision of information e.g. larger print, simplifying language, using picture/symbol language for worksheets / notices / examinations

Production of a map of the school highlighting access has been produced (Nov 08)

Revised map produced in line with new school plan December 09.

3: Making it happen

3A: Management, coordination and implementation

Governors agree original plan Oct 07, revised Nov 07, Nov 09, Nov 10, Nov 11

Aspects of plan incorporated into next SIP

Consideration as standing item in Governors' Building subcommittee

Implementation timetable detailed in section 2

3B: Getting hold of the school's plan

This plan will be available from the school office and published on the school website.

The access map can be requested from reception – different sizes can be produced.

This school accessibility plan will be reviewed annually

