

Accessibility plan

Trinity Catholic School



**Approved by: People
and Resources
Committee**

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1. 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

Our 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.

Members of the Governing body and staff aim to create a positive learning environment for all, including those with disabilities in the school by:

- Following a whole school approach to good behaviour and discipline with clear guidelines on the use of rewards and sanctions, and reasons for sanctions being used.
- Building self-esteem, self-discipline and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all by promoting the Equal Opportunities Policy on gender, religious belief, ethnicity and disability.
- Supporting staff in their classroom management by ensuring a consistent approach to positive and negative behaviour.
- Using behaviour tracking systems to identify concerns to enable early intervention.
- Using a variety of intervention strategies to overcome barriers to learning.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of all aspects of the school's policy.

PRINCIPLES

In keeping with the school motto “Equal by means of God’s image”, members of the Governing body and staff believe the Trinity Catholic School community will work to include everybody so that all learners can succeed.

- All pupils are expected to work towards the Trinity Catholic School values of respect, resilience, integrity, and aspiration.
- We are all made in God’s image and therefore all members of the school community should be treated with the same dignity.
- All pupils have a right to learn in an environment in which they feel safe.
- All pupils and staff have the right to be respected.
- In order to support successful learning all members of the school community have a right to know what level of responsibility and self-discipline is expected of them. All pupils have a right to learn from their mistakes.
- Success will be recognised and celebrated.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our 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 pupils, parents, staff, and governors of the school.

2. 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. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils including plans to institute a “pathway” curriculum at both KS4 and KS5 	<p>In the short term – recent changes to setting allows more students to work at a pace and level appropriate to their needs. This allows students who have specific needs in one area and strengths in others to be set appropriately. In this way we celebrate the strengths of all students whilst addressing their needs</p> <p>In the medium term – staff are being trained to deliver lessons that are differentiated and meet the needs of all children</p>	<p>There will be an evaluation of the effect of setting on the outcomes and progress of all students. There will be attention paid to the outcomes of those students with SEND to ensure that this has a positive effect and closes the gap</p>	<p>SENDCO, SLT member with responsibility for SEND and Principal</p>	<p>September 2023</p>	<p>All students with SEND achieve at least National average in public exams. Students with SEND report that they are making good progress and parents of students with SEND feel that their children are appropriately supported and making at least expected progress</p>
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	<ul style="list-style-type: none">• We use resources tailored to the needs of pupils who require support to access the curriculum	<p>In the long term – all Students will achieve at and above expected levels in public exams on courses which offer a broad and balanced curriculum.</p> <p>Staff have access to information on students on the SEND register and the reasonable adjustments that should be in place. Staff are trained to teach in such a way as to address all needs as many are unidentified in the classroom. Teachers understand their role as teachers of SEND and</p>				
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	<ul style="list-style-type: none">• Curriculum progress is tracked for all	<p>implement techniques that will support unidentified need e.g. uncluttered power points, use of cream/blue backgrounds on slides</p> <p>Seating plans highlight those with SEND and teachers should ensure that identified need is addressed correctly</p> <p>All students access the same assessment calendar and work is marked according to the policy. All parents receive reports on the</p>				
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	<p>pupils, including those with a disability</p> <ul style="list-style-type: none">• Targets are set effectively and are appropriate for pupils with additional needs	<p>same schedule. Early assessment using GL Assessment are used to identify learning needs from entry in Year 7.</p> <p>GL Assessments are repeated in Year 8 and enable academic target setting for all students against National benchmarks using Fisher Family Trust Target 20 targets. We are ambitious for all students</p> <p>This is done in conjunction with the SENDCO</p>				
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	<ul style="list-style-type: none">• The curriculum is reviewed to ensure it meets the needs of all pupils	<p>and for those with EHCPs the EHCP considered</p> <p>The curriculum is continuously under review to ensure that the “Recovery” curriculum in place is appropriate and meets the needs of all pupils. Middle leaders meet with Senior leaders termly to discuss the progress of all students and progress through the learning journey for all students in all subjects. A half-termly calendar of quality assurance is in place of SEND will be a focus area in all QA</p>				
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AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			carried out in the school.				
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Elevators ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height 		<ul style="list-style-type: none"> ● There is an ongoing programme of environmental improvement 				

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations 						

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.
It will be approved by the Governing Body

5. 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