



ACCESSIBILITY POLICY

September 2015 - 2018

Inspired by Christ, Trent nurtures the God-given gifts of every child to achieve a love of learning with academic excellence.

We aim to create a happy and secure Christian environment in which children can grow in confidence and independence.

We promise to provide opportunities for every child to be the best that they can be.

Faith, hope and love are promoted through all we do; 'Serve one another in love' underpins our commitment to each other and the wider community.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and arrangements as specified in Schedule 10, relating to Disability, in relation to the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting on the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes towards disability and to further developing a culture of awareness, tolerance and inclusion.
2. Trent CE Primary School plans, over time, to enhance and develop the accessibility of provision for all pupils, staff and visitors to the school.
3. This Accessibility Plan is drawn up to cover a three year period. The plan will be reviewed and updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - ü Improve access to the **physical environment** of the school,. This covers reasonable adjustments to the physical environment of the school, physical aids to access education and the addition of specialist facilities where necessary.
 - ü Ensure access to the **curriculum** for pupils with disabilities to ensure that these pupils are as equally prepared for life as pupils without disabilities, in line with the requirements of the Disability Equality Act. This includes the classroom curriculum and the wider curriculum of the school, such as participation in after-school clubs, cultural activities or school visits. It also includes the provision of specialist **aids and equipment**, where these will assist pupils in accessing the curriculum.
 - ü Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities, e.g. classroom hand-outs, letters, information about the school and school events. The information should be made available in the preferred format requested within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken at least every three years (or more often if necessary); it is reviewed as part of the Health & Safety Inspection of the site carried out each term by Governors, the site manager and the Head teacher. As it may not be feasible to undertake all work during the life of a single Accessibility Plan, some items will roll forward into subsequent plans. The audit will to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies are updated, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The School website will link to this Accessibility Plan.
8. The School's complaints procedure covers the Accessibility Plan.
9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (this is a statutory requirement).
10. The Plan will be monitored through the Finance & Premises and Curriculum Committees of the Governors.
11. The Plan will be monitored by Ofsted / HMI as part of their inspection cycle.
12. We acknowledge that there is a need for on-going training for staff and governors in order to raise awareness of the matter of disability discrimination and the need to challenge attitudes on this matter.

Trent CE Primary School Accessibility Plan 2015-2018

An Access Audit was carried out by the Health & Safety Inspection team in July 2015.

Improving Physical Access

Issue Identified	Action Required	Timescale	Person(s) Responsible
EVACUATION RISK FOR PEOPLE WITH MOBILITY DIFFICULTIES ON UPPER FLOOR: HALL AND BLUE ROOM	Lift in working order Ensure ramps to car park are readily available by the door and there is clear access out.	By Sept 15	Site Manager
ACCESS OBSTRUCTIONS	Ensure deliveries are cleared as soon as possible from the front entrance; ensure that cleaners return all items to	By Sept 15	Site Manager
SCHOOL ENTRANCE	Ensure paving slabs are even and free of litter and leaf litter	By Sept 15	Site Manager
INDUCTION LOOP - OFFICE	Install induction loop in school office to support service users with hearing impairments as need arises.	Economic feasibility explored	Site Manager and F&P Gov
UNEVEN SURFACE WHERE PLAYGROUND MEETS FIELD	Provide specific person to support traversing this short part; include on conditions survey	By Sept 15	Site Manager, lead playleader and F&P Gov
PLAYGROUND EQUIPMENT INACCESSIBLE TO PUPILS WITH PHYSICAL DISABILITIES	Incorporate accessible play equipment into design for playground development	By Sept 18	Site Manager / SENCo / school council

Improving Access To The Curriculum

Target	Strategy	Outcome	Responsibility	Time-frame	Achievement
Increase and revisit staff knowledge and understanding about a variety of disabilities, and their impact on the child	Review the specific needs for any pupils who join with disabilities and / or complex medical conditions, at least annually or as required. Additional training for low incidence needs as required, e.g. managing the needs of children with complex medical conditions.	Teachers are aware of needs / issues and make reasonable adjustments to ensure that disabled pupils are able to access to learning.	All staff/ SENCo	Annually via Annual Reviews / Care Plan reviews or as required	Pupils with disabilities make at least expected progress in line with their academic abilities
Increase the awareness of class based staff in identifying and responding to pupils who may have or may have disabilities	Use of screening tools (with support of SENCo) to gather evidence about children where a disability is suspected. As required, monitor impact of intervention / support on outcomes.	Staff are able to identify children who may have a disability, e.g. hearing impairment, and put into place simple strategies to support child within class and other school settings in a timely manner. Provision in classes adheres to the expectations set out in the Local Offer for Barnet relating to the needs of each individual pupil with a disability.	All staff / SENCo	Ongoing	Staff have an understanding of what children with specific disabilities are likely to require Children who may have a previously undetected disability are identified and appropriate support put in place quickly
Visual and concrete supports are used to aid understanding and independence for all pupils, including those with disabilities	Use of visual timetables, prompts, schedules, objects of reference, Numicon etc. to promote understanding and independence from adults, and reduce anxiety where required	Visual and concrete supports routinely used within class and as an integral part of lessons	All staff / SENCo	From Jan 2015	Children with disabilities are supported in their understanding and independence without having to rely exclusively on adult support
All enrichment activities, e.g. trips, experiences,	Planning and risk assessments take into	More pupils with disabilities will access	All staff/ SLT	Ongoing	Increase in access to enrichment activities for

after school clubs, are planned to enable, where reasonable, the participation of all pupils	account accessibility issues and comply with legislation Reasonable adjustments, e.g. transport arrangements, are made where necessary	enrichment activities			any and all disabled pupils
Curriculum reflects the contribution of disabled people to society	Planning for connected curriculum incorporates positive links to the role and contribution of disabled people in society, e.g. Stephen Wilshire, Ellie Simmonds, with an emphasis on abilities as well as disabilities. This may include visits from young people or adults with disabilities.	Children with disabilities will have positive role models to identify with Children without disabilities will have greater awareness of disabilities and be better prepared to respond positively to disabled people in school and in later life, e.g. if they become the parent of a child with a disability	All staff / SLT	Ongoing	Curriculum is meaningful and relevant for all pupils, including those with disabilities
Classrooms are organised to support the participation and independence of all pupils, including those with disabilities	Class staff to plan and implement a preferred layout of furniture and equipment to support the needs of individuals within the class as required	Pupils with disabilities play an active and independent part in lessons without unnecessary disruption or embarrassment for them.	All staff/ SENCo / SLT	September 2014	Pupils with disabilities are able to participate in lessons with increasing independence
Develop awareness of autism and related dispositions.	SENCo, to support staff in identifying and meeting the needs of pupils on the autism spectrum	Pupils with autism are supported to regulate their emotional and sensory needs to increase their ability to access learning and support the development of social interaction skills	SENCo / all staff	From Jan 2016 onwards	Pupils with autism, or who may be on the spectrum, make good progress in line with their particular profile.
Further develop governor awareness of issues	Governors to be aware of their responsibilities with	Governing body fulfils its statutory duties and	SENCo/ HT and SEN Gov	Ongoing	All statutory responsibilities are met

relating to disability	<p>regards to disability and ensure all statutory requirements are met</p> <p>Governor with responsibility for SEND to meet SENCo each term.</p> <p>SEND report to governors at least annually.</p>	<p>requirements</p> <p>SEND governor has overview of provision school is making for children / staff with disabilities and is aware of particular issues / needs pertinent to current cohort</p>			<p>by governing body</p> <p>Governors, led by the governor for responsibility with SEND, have an overview of provision for disabled pupils and staff within the school</p>
Promote positive images of disability	<p>Rolling programme of events linked to Disability Awareness, e.g. Jeans For Genes Day, visit from Guide Dog etc.</p> <p>Links to wider school initiatives, e.g. Anti-Bullying Week as well as whole school ethos of inclusion.</p>	<p>Increased awareness and understanding of a range of disabilities within school community</p>	All staff, SENCo	Ongoing	<p>All members of school community, including those with disabilities, feel valued and play an active part in school life</p> <p>Difference is recognised and celebrated</p>

Making Information More Accessible

Target	Strategy	Outcome	Responsibility	Time-frame	Achievement
Make available school newsletters and other information for parents in alternative formats when specifically requested by parents.	Admission form to be updated to include parental needs in terms of accessing information	School will be able to provide written information in different formats when requested for individual purposes	Office/SLT	By July 2016	Information to parents / carers with disabilities is more accessible
Written material available in alternative formats, e.g. large print, audio, use of IT, when helpful for individual pupils	Regular reviews of needs of children with disabilities to include strategies to support access to written materials, e.g. class texts, homework sheets	Children with disabilities will be able to access written materials used in class	all staff / SENCo	Ongoing	Children will be able to access written materials through reasonable adjustments
Visual supports are used to aid understanding and independence for all pupils, including those with disabilities	Use of visual timetables, prompts, schedules etc. to promote independence from adults, reduce anxiety and make expectations clear	All pupils less anxious and independent.	All staff	Ongoing	Children will be more independent and in control of their own learning.

*NB Arrangements are already in place for one deaf parent to have contact directly with the School Administrator.