

Accessibility plan

Trinity School



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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Trinity School Vision/Ethos, Values and Aims:

- Leading Excellence in Special Educational Needs and Disability (SEND) Provision
- Ensuring outstanding person-centered achievement and outcomes
- Including everyone in meaningful and safeguarded life

Values

We value:

- our pupils and their families. We strive to keep them safe and offer an excellent education, personal development, training and inclusion.
- our staff at all levels and give them the best training opportunities to develop and excel as professionals in the work of complex needs
- our local partnerships, as we look to support excellent attitudes and inclusion for pupils with complex needs in the wider community
- our work with colleagues from other fields such as medical and social care, speech and language therapy and physiotherapy. In this way we secure the very best outcomes for our pupils
- our specialist provision that enhances and supports our work and is integral to the life of the school. PE and music, for example, give all our children and young adults the opportunity to participate in activities and experiences that affirm their creativity, imagination and emotional well being
- British Values as enshrined in the importance of the law and democracy. Trinity School reflects such values in its promotion of tolerance, fairness and the right of every individual to expect kindness, respect, support and the freedom to exist within the law

Aims/Outcomes

Our young people will:

- have well-developed independent living and self-care skills
- be confident *communicative* individuals who want to be actively included in life and the community beyond school
- thrive in appropriate, differentiated social settings and as part of our school community, respecting and celebrating differences
- be confident self-advocates and make reasoned and informed decisions appropriate to their needs and wishes

- have developed an ability to regulate their distress and anxiety associated with Autism, Sensory Integration issues and other neurological or mental health conditions
- have the skills to keep themselves safe and healthy
- have appropriate vocational skills, including literacy and numeracy at the highest achievable levels

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, embedded in all our training which is designed to ensure we include everyone in meaningful and safeguarded life, with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan, for example we work with the London Borough of Barking and Dagenham to ensure we have ambitious plans in place for our premises to ensure they remain accessible.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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

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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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<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 • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked/analysed for all pupils, including those with a disability- anyone falling behind is supported to catch-up • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>To ensure that visuals are evident everywhere, promoting positive images of children and young people with disabilities, included in meaningful and vibrant curriculum.</p> <p>To review the strategies for teaching reading at subject specific levels</p> <p>To review the strategies for supporting readiness for learning at the earliest levels of development</p>	<p>Display Posters/photos/banners of our children and young people as role models - car park/Reception/corridors/classrooms</p> <p>Appoint 1-year TLR2 whole school reading lead; Improve whole school plan for reading strategies; Organize training in teaching of reading</p> <p>Deliver new Readiness for Learning pedagogical training</p>	<p>Heads of School /AHTs Finance/Facilities</p> <p>Executive DHT Standards and Organisation</p> <p>Executive DHT Standards and CPD</p>	<p>Autumn 2023</p> <p>Summer 2024</p> <p>Summer 2024</p>	<p>Visuals around school are evident everywhere, promoting positive images of children and young people with disabilities included in vibrant curriculum</p> <p>Whole school strategies for teaching of reading are embedded</p> <p>Whole school strategies are embedded for enabling children with complex needs with their readiness for learning</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment-</p>	<p>The environment is adapted to the needs of pupils and their families as required. This includes secure exits/entrances to site, Ramps/automatic entrance doors; Appropriate Corridor width; Disabled toilets and changing facilities; Increased hoisting; Improved proximity to changing facilities and hoisting</p> <p>A limited number of adapted personalised learning and calming rooms for those pupils at the highest level of Behaviour Structures</p> <p>Improved playground areas for calming and curriculum-outdoor classroom; enclosed all-weather soft surface, flat playground spaces</p>	<p>To provide a Family Support Centre to empower and include Families with children with complex needs</p> <p>To support all children and young people suffering distress, anxiety/ associated complex behaviours with personalised learning/ calming rooms /suitable classrooms.</p> <p>To train staff to teach children with the most complex needs.</p> <p>To support children with the most complex medical needs to access the best medical support onsite</p>	<p>Work with London Borough of Barking and Dagenham to re-model the Caretakers House as a Family Support Centre</p> <p>Work with London Borough of Barking and Dagenham to plan and build new Additionally Resourced Provision (Living and Learning Centre) - a new centre for excellence, including a Training Suite and medical hub for those with complex medical needs.</p> <p>To complete the upgrading of classroom areas and structured teaching furniture.</p>	<p>Executive Headteacher/HoS</p> <p>Executive Headteacher</p> <p>Heads of School; Business manager; Site manager; Facilities</p>	<p>December 2023</p> <p>2024-2025</p> <p>2025-26</p>	<p>Family centre open and in use</p> <p>New buildings in use; Children and young people with most complex needs are included in meaningful and safeguarded life in their local school and living with their families.</p> <p>Exclusion/suspensions reduced.</p> <p>Staff well-trained in excellent environment</p> <p>All classrooms are attractive and well-maintained with suitable and robust structured teaching furniture.</p>

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school ensures that communication is underpinned by approaches recommended by our Speech and Language Therapy (SALT) team. We use a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Objects or reference • Makaton • Pictorial or symbolic representations • Pedagogies based in well-matched communication strategies 	<p>To ensure influence of SALT team is maximized through training and classroom practice</p> <p>To continue legacy of excellent pedagogies for complex autism and profound and multiple learning difficulties, underpinning access to vibrant and meaningful curriculum.</p>	<p>Appoint Assistant Headteacher to oversee staff training and provide a teacher link to the SALT team</p> <p>Appoint further SALT to team</p> <p>To ensure training calendar includes pedagogy training.</p>	<p>Executive Headteacher and Deputy Standards and CPD</p> <p>Deputy Standards and CPD/SALT manager</p> <p>Executive Deputy Standards and CPD</p> <p>AHT Training and Communication</p>	<p>September 2023</p> <p>June 2023</p> <p>September 2023</p>	<p>AHT in post and working with SALT</p> <p>Training programme includes regular SALT input direct to teaching teams</p> <p>SALT team</p> <p>Staff are well-trained in the pedagogy required by their pupils. Pupils access meaningful curriculum.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Executive Head teacher.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Complaints Policy.
 - Risk assessment policy
 - Health and safety policy
 - Equality information and objectives (public sector equality duty) statement for publication
 - Special educational needs (SEN) information report
 - SEND policy
 - Supporting pupils with medical conditions policy
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