



Accessibility Plan

September 2024

To be reviewed September 2028

Contents:

[Aims of the Accessibility Plan](#)

1. [The accessibility audit](#)
2. [Planning duty 1: Curriculum](#)
3. [Planning duty 2: Physical environment](#)
4. [Planning duty 3: Information](#)

Aims of the Accessibility Plan

This plan outlines how Trinity Croft C. of E. Primary Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trust (DSAT) and governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed annually to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The Senior Leadership Team, supported by the Governing Body, will undertake an annual Accessibility Audit this will be delegated to the Health and Safety governor.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the SLT will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

1.4. The findings from the audit will be used to identify actions to address specific gaps and improve access.

1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document.

2.

3. Planning duty 1: Curriculum

Issue	Actions	Who	When	Monitoring	Success Criteria
How does the school make use of its teaching assistants when supporting pupils with SEND?	<ul style="list-style-type: none"> • Ensure all TAs are part of a thorough Appraisal process. • Ensure that TAs have access to high quality CPD to ensure that pupils needs are met. • Ensure that all TAs are aware of their responsibilities to ensure pupil progress is evident. • Ensure TAs are deployed effectively throughout the school to make the best use 	<p>SLT to ensure Appraisal process is thorough</p> <p>Class teachers to ensure that TAs are clear on what is expected of them.</p>	<p>Appraisal in autumn term and review in spring term</p> <p>Termly monitoring</p>	<p>Appraisal outcomes</p> <p>Observations of activities in whole class and intervention situations</p> <p>Pupil progress records and work scrutiny</p> <p>Feedback from parent and pupil surveys</p>	<p>Outcomes for SEN pupils are in line with their expectations.</p> <p>SEND pupils reach their targets.</p>

Issue	Actions	Who	When	Monitoring	Success Criteria
	<p>of their skills, knowledge and interests.</p> <ul style="list-style-type: none"> • Ensure positive communication between teacher and TA are in place to ensure TAs know what is expected of them and their pupils. • Ensure TAs understand teaching pedagogy and are able to provide the right amount of support to all pupils but in particular, pupils with SEND • Ensure the Inclusion Manager has good oversight of the work of TAs and communicates needs with SLT members. 	<p>Inclusion Manager has overall understanding of CPD requirements to respond accordingly</p>		<p>SEN review meeting outcomes.</p>	
<p>How does the school ensure all pupils have access to a broad curriculum and extra-curricular activities which are aspirational and include creative subjects such as art, drama and music?</p>	<ul style="list-style-type: none"> • Ensure all staff are confident in using Cornerstones Maestro to support curriculum development. • Ensure that pupils are able to access a wide range of extra-curricular activities through school – music, sports, arts, drama. • Ensure that drama is regular used as part of English provision. • Ensure that there has not been a narrowing of the curriculum in any year group 	<p>Class teachers supported by SLT.</p> <p>Class teacher and support staff to deliver clubs where possible.</p> <p>Class teachers</p>	<p>Ongoing – clubs refreshed termly</p> <p>Ongoing</p>	<p>SLT – termly monitoring process</p> <p>SLT to monitor participation</p> <p>SLT</p>	<p>More pupils will participate in after school clubs – numbers evidenced on registers. More children will compete in cluster competitions.</p>

Issue	Actions	Who	When	Monitoring	Success Criteria
	<p>and that the arts have a high profile across the school</p> <ul style="list-style-type: none"> Ensure that school staff receive CPD in teaching art and DT to improve provision and outcomes. 				

Planning duty 2: Physical environment

Issue	Actions	Who	When	Monitoring	Success Criteria
How has the school made sure that floors and lighting are suitable for pupils, staff and visitors who are visually impaired or who have physical disabilities?	<ul style="list-style-type: none"> Replace external classroom doors which are currently all white to have coloured panels Steps to the front and rear of school need yellow highly visible paint on them. Paving slabs to the rear of school need to be re pointed to ensure that there are no uneven sections. 	<p>SBM to arrange contractors</p> <p>Caretaker</p> <p>SBM to arrange contractors</p>	<p>When in need of replacing</p> <p>Summer 2025</p> <p>Summer 2025</p>	<p>Governor health and safety walk</p> <p>Premises manager visits</p>	<p>Health and safety report shows that there are no areas to improve on.</p>

How does the school ensure car parks and access are appropriate and safe?	<ul style="list-style-type: none"> Trees to be pruned and removed where possible to ensure that there are no hazards to people using the car park. Handrail on the steps to be clearly marked out. 	Caretaker SBM to liaise with contractors	Summer 2025 Summer 2025	Premises priority list to be shared with GB termly	Car park is big enough for more staff members and best use of space is made.
How does the school make sure access routes are free from obstructions?	<ul style="list-style-type: none"> Tree surveys to be carried out any remedial work done as and when required. 	SMB to liaise with LA tree services	Ongoing Three yearly surveys – Summer 2025	Governor health and safety walk Premises manager visits	Paths are free from broken branches. Bird droppings are less frequent

Planning duty 3: Information

Issue	Actions	Who	When	Monitoring	Success Criteria
Does the school accommodate for large-print, alternate colour or tactile versions of information, such as letters, maps and leaflets? If not, why is this?	<ul style="list-style-type: none"> Survey to all parents and carers to ascertain their needs. Communications to be sent out electronically where possible so that translation services can be used. Communications to be shared electronically to allow them to be read electronically. 	Admin staff Class teachers SLT	Ongoing	Surveys to parents and carers SLT to sample communications	All communications are sent electronically to ensure that parents can access the information they need. Responses from surveys show that parents and carers are able to access information which is sent out.

How has the school ensured all relevant areas of the school are clearly signed for those with hidden disabilities, such as autism or dyslexia?	<ul style="list-style-type: none"> • Visual prompts such as visual timetables used in classes and in areas around the school. • Braille to be used for key areas • Areas in school labelled pictorially where possible and where required. 	Class teachers and classroom staff	Ongoing	Climate for learning walks termly. Classroom observations	Areas in school are appropriately labelled and meet the needs of all