<u>Holy Trinity CE School</u>

<u>Accessibility Policy 2017-18</u>

<u>School Vision</u>
Holy Trinity CE School is an inclusive school that not only welcomes but also values the different experiences, cultures, talents, interests, capabilities and strengths that each child brings to our school. It is our expectation that every child will reach his or her maximum potential in a safe and supportive environment that provides equal opportunities for all. This expectation is embodied in our motto *'Aim High – Let your light shine'*

<u>Introduction</u>
In keeping with the ethos of our school, the Governors take their responsibility towards inclusion seriously. Inclusion is an ongoing process, which celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupil and the maximising or resources to reduce these barriers. This will be irrespective of age, ability, gender, ethnicity, language, faith, sexual orientation, and social background. We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in their practice. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

<u>Aims</u>
As an inclusive Church of England School we are committed to equality of opportunity in every aspect of the life of all pupils, parents/carers, staff and governors. We are committed to challenging discrimination against any individual or group, ensuring equality of access and preparing pupils for life in a diverse society. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals in the school community. We will strive to increase access to the curriculum, the physical environment, the provision of information and to increase participation for pupils with disabilities when appropriate.

<u>Objectives</u>
- To increase the extent to which all pupils can participate in the school curriculum.
- To improve the physical environment of the school to increase the extent to which all pupils can take advantage of the educational and extra-curricular activities.
- To provide information in different forms, as required, in order that it is in a format that best suits their needs.
- Make reasonable adjustments to the timetable and re-rooming to allow ground floor access.
- Provision of additional support whether physical or technological where necessary, for example to allow participation in school trips.

- To increase the extent to which employment can be offered to those with disabilities.
- To ensure pupils who require special access arrangements or special consideration in examinations receive this without compromising the assessment of the skills, knowledge, understanding or competence being measured.
- To enable all visitors to have equality of access to the ground floor of the school buildings and assistance with communication if required.
- To exploit the potential of ICT and specialist equipment to improve access
- To make use of the authorities advisory and support services as required.
- To implement the Disability Act (DDA 1995)
- To implement the Special Educational Needs and Disability Act (SENDA 2001)
- To challenge attitudinal barriers to people with disabilities.

Section 1: How does our school provide accessibility to the curriculum?

Questions	Comment
Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities?	All teachers and staff given training to work with a diverse range of children with SEN and disabilities, whether this is for those disabilities which occur often throughout the school, or less common specific needs
Are your classrooms optimally organised for disabled pupils?	Classrooms are organised to take account of the needs of disabled pupils planned for good vision and mobility
Do lessons provide opportunities for all pupils to achieve?	Differentiated for different abilities. Provision for SEND planned
Are lessons responsive to pupil diversity?	Diversity of children valued and contribution encouraged from all
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Different groupings in different lessons
Are all pupils encouraged to take part in music, drama, physical activities	All children take part in 2 lessons of PE a week. Singing and music feature in all assemblies. Choir is offered to years 4-6. Music lessons and drama are part of the curriculum across the school. All classes take part in a production once per year.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	extra time is given to children to ensure they can fully access the curriculum. Differentiation by task and outcome. Pre learning opportunities planned for some
Do staff provide alternative ways of giving access to	Curriculum adjusted as necessary so

experience or understanding for pupils with disabilities who cannot engage in particular activities, for example some form of exercise in physical education?	that all children can join in to the best of their ability
Do you provide access to computer technology appropriate for students with disabilities?	If required. IPad available in classrooms.
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	All children are able to access off site visits.
Are there high expectations of all pupils?	High expectations for all pupils
Do staff seek to remove all barriers to learning and participation?	Regular conversation about progress and inclusion of all to seek to remove barriers to learning.

Section 2: Are your school buildings and equipment designed to meet the needs of all pupils?

Questions	Comment
Does the size and layout of areas (including all academic, sporting, play, social facilities; class rooms, assembly hall, canteen, library, gym and outdoor sporting facilities, playground) allow access for all pupils?	Building all on one level. All areas accessible by all
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	All classrooms are wheelchair accessible, The school is all on one level.
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	Evacuation procedures suitable for all. Alarms auditory only. Adequate supervision
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	No lifts in the school building.
Could any of the décor or signage be considered to be confusing or disorientating for pupils with disabilities with visual impairment, autism or epilepsy?	No
Are areas to which pupils should have access well lit?	Yes
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	We work with HI advisors to ensure that HI children are in suitable classrooms and we have made any necessary modifications

Is furniture and equipment selected, adjusted and local appropriately?	Yes. Provision for individuals as required

Section 3: How does your school deliver information in accessible formats?

Questions	Comment
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms or printed information?	Information is adjusted as necessary for children with visual impairment or those with specific learning difficulties
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Visual, auditory and kinaesthetic opportunities for all children
Do you have the facilities such as ICT to produce written information in different formats?	As necessary
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Advice from outside agencies and other professionals