HOLY TRINITY CATHOLIC PRIMARY SCHOOL

Accessibility Policy

1. Introduction

Holy Trinity Catholic Primary School is committed to providing a fully inclusive environment where every child, member of staff, parent and visitor feels valued and supported. We aim to ensure that all pupils, regardless of need or disability, are able to access every aspect of school life.

Accessibility planning is a statutory duty for schools under the Equality Act 2010 (Schedule 10). Schools must:

- Promote equality of opportunity for disabled people.
- Make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage.
- Prepare and publish an Accessibility Plan setting out how the school will improve access to education for disabled pupils.

This plan replaces previous duties under the Disability Discrimination Act (DDA) and sets out the proposals of the Governing Body to improve equality of opportunity in three key areas:

1. Increasing the extent to which disabled pupils can participate in the school curriculum.

2. Improving the physical environment of the school to increase accessibility.
3. Improving the delivery of information to disabled pupils and parents.

This plan will be resourced, implemented, and reviewed regularly.

2. Our Commitment

At Holy Trinity, our mission statement underpins all that we do:

"Walking in the footsteps of Jesus: We care, we share, we love, we learn."

We are committed to:

- Providing safe and accessible facilities for all school users.
- Ensuring that teaching, learning and resources are adapted to meet individual needs.
- Training staff to understand the needs of disabled pupils and implement strategies that remove barriers to learning.
- Working closely with pupils, parents, governors and external agencies to ensure continuous improvement in accessibility.

3. Involvement of Pupils, Parents and Staff

This Accessibility Plan has been informed by:

- Analysis of pupil and staff data.
- Consultation with pupils, parents, carers, governors and external professionals.
- Feedback from school council and parent/carer questionnaires.

A disabled person is defined under the Equality Act 2010 as someone who has a physical or mental impairment that has a substantial, long-term, and adverse effect on their ability to carry out normal day-to-day activities. This includes physical disabilities, sensory impairments, and learning difficulties.

4. Increasing Access to the Curriculum

- Staff identify and assess the needs of pupils with SEND and ensure appropriate provision is put in place.
- The SENCO works with the Local Authority and external agencies (e.g. Educational Psychology Service, Speech & Language Therapy, CAMHS, SENISS) to secure additional resources and expertise.
- Personalised Learning Plans, specialist interventions, and one-to-one or small group support ensure curriculum access.
- Staff receive training to adapt teaching approaches, use assistive technologies, and deliver interventions such as nurture groups, drawing and talking therapy, SHINE

Therapy, OSSME programmes, and sensory circuits.
- Extra-curricular activities, clubs, educational visits and residentials are inclusive, with reasonable adjustments made to ensure equal access for all pupils.

5. Improving the Physical Environment

Holy Trinity continues to enhance its physical environment to ensure accessibility for pupils, staff and visitors. Current adaptations include:
- A lift providing access to different levels of the school.
- Disabled toilets.
- Sensory rooms and spaces for regulation and retreat.
- Use of Evacuation Chairs for emergency situations.

Future planning will consider:
- Further improvements to signage and visual supports.
- Ongoing adaptations to classrooms and outdoor areas based on pupil needs.
- Investment in specialist seating, writing equipment and mobility aids when required.

6. Improving the Delivery of Information

- Written information is provided in accessible formats where required, such as large print, coloured overlays or simplified text.
- Staff are aware of services available to support communication needs and can access advice from external professionals.
- Parents and carers are consulted about preferred methods of communication (e.g. oral, electronic, visual).
- The school ensures that information for pupils and families with disabilities is provided within a reasonable timeframe.

7. Monitoring and Review

- The Accessibility Plan is monitored by the Governing Body's Resources Committee.
- It will be reviewed every three years, or sooner if necessary, following consultation with pupils, parents, staff and governors.
- Progress will be reported to governors annually.
- The plan will be published on the school website and is available in alternative formats on request.

8. Related Policies

This Accessibility Plan should be read alongside the following school policies:
- SEND Policy
- Equal Opportunities Policy

- Inclusion Policy
- Behaviour and Relationships Policy
- Teaching and Learning Policy

9. Approval

Approved by the Governing Body: _____

Date: _____

Review date: January 2027