



# The Trinity Partnership Accessibility Plan 2019-2022

## Section 1: Vision statement

### Purpose of the Plan

The purpose of this plan is to show how The Trinity Partnership intends, over time, to increase the accessibility of our schools for our SEND and EAL pupils. The Trinity Partnership is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

### Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

It can be challenging to some to think of a child as being disabled and so the aims of the Act and its Code of Practice are to encourage inclusion, something that is intrinsic to our vision as a school. To ensure inclusion, we need to think of the barriers each area of disability may cause the individual and take steps to remove these, or reduce their impact.

### Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority and DEMAT, and in conjunction with pupils, parents, staff and governors of the Partnership and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Local Governing Body of the Partnership to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;

- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

### **Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Property Condition Plan
- School website and Mission Statement

The Partnership complaints procedure covers the Accessibility plan.

### **Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from reception

### **Review and Evaluation:**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how The Trinity Partnership will address the priorities identified in the plan. The plan is valid for three years 2019-2022. It is reviewed annually.

Approved by: .....

Date: .....

Next review date: .....

## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	The Trinity Partnership offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Training for specific staff including medical	Audit of CPD needed.	Class Teacher  SENCo	July 2019	List of areas staff feel they would like training for.
		Use of ICT equipment	Access to Office 365 to enable high quality teaching and learning		Sept 2019	Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.

<b>Improve and maintain access to the physical environment</b>	Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	<p>Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs</p> <p>Evaluate the use of corridors and storage of equipment. Ensure minimum requirements for H&amp;S are met and exceeded</p>	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Class Teacher SENCo	Ongoing and reviewed annually	<p>Class environment allows for all children to settle in to new routines quickly</p> <p>School environment allows for movement around school in a safe way</p>
	Currently within school there are steps and posts with yellow warning stripes on.	To improve the access around the school for all	School plans to improve access routes using the 5 year plan and financial strategy	SLT Governors	Ongoing - 2022	Improved access around school for individuals using wheelchairs or who have visual impairments.
	Some steps currently have yellow lines in playground to guide children	To improve the visibility of yellow lines	Repaint all yellow lines on playground to help with visibility	SLT	Ongoing 2022	Yellow lines visible

<b>Improve the delivery of written information to pupils</b>	Staff are aware of visual timetables	<p>Train teachers in the use of Widgit within classes</p> <p><a href="https://www.widgit.com/sectors/education/mainstream.htm">https://www.widgit.com/sectors/education/mainstream.htm</a></p> <p>Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs</p>	<p>Use Widgit symbols to label trays.</p> <p>Use visual timetables and calendars.</p>	<p>SENCo</p> <p>Class Teacher</p> <p>TAs</p>	Sept 2019	Classroom environment to have resources in place.
	Signage around school is limited	To improve signage around school including visual clues to aid visually impaired and EAL.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms	<p>SLT</p> <p>SENCo</p>	Sept 2019	Signs to be used around school to identify the use of individual rooms.
	Staff are welcoming and happy to invite parents and visitors into school	Improve communication at the front door	Create pamphlets which are available at the front desk to direct parents and visitors to local support	<p>SENCo</p> <p>Lead Practitioners</p>	Ongoing - 2022	<p>Pamphlets on display</p> <p>Key information translated.</p>

			networks eg child trust.  Have school information available in different languages.			
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### Section 3a: Access audit - Weeting

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 storey throughout. Steps out of Chestnut/Willow base classroom emergency doors but other access is available through initial classroom door	Investigate a ramp for emergency exit of Chestnut/Willow fire escape	Site Manager	Ongoing to 2022
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Ensure corridors are kept clear of children's coats and bags and that children hang them up appropriately.  Ensure laptop trolley doors are shut	All School Staff	Apr 2019 - ongoing
Parking Bays	Staff car park does not have any markings or bays in.	Ensure that there is at least one bay marked for disabled parents and staff.	Site Manager	Ongoing to 2022
Entrances	Main entrance into school accessible – wheelchair access. Front door has coded access	Coded access on front door needs to be lowered or replaced with fob access.	Site Manager SLT	Ongoing to 2022
Signage	Signage not cohesive around school	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC.  To be designed and positioned to inform those with visual impairment and wheelchair users.	SENCo	Sept 2019
Fire alarms	Currently auditory alarm in place	Visual fire alarms to be installed	Site Manager  SLT	Ongoing to 2022

Doors	Doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	Coded access on front door needs to be lowered or replaced with fob access.  Teachers to be made aware not to stick pictures over glass.	Site Manager  SLT	Ongoing to 2022
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained. Ensure escape routes are clearly identified for wheelchair users	Site Manager  SLT	Ongoing to 2022
Toilets	Disabled toilet in front entrance hall – blocked by display board and used to store cleaning equipment.	Ensure cleaning equipment is stored appropriately and does not infringe on the space available. Move display board so that it does not block access to toilet.	Site Manager	Apr 2019 - ongoing



### Section 3b: Access audit - Norman

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>2 storey old building. Rooms upstairs are office, staff toilet, staff room.</p> <p>Disabled toilet accessible downstairs and tea/coffee making available in Rainbow room for any disabled staff unable to go to staff room.</p> <p>All classrooms are accessible but one class has steps out of a fire exit but an alternative exit is available.</p>	Look into ramp for emergency exit from classroom.	Site Manager	Ongoing to 2022
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre apart from corner near New York classroom where an alternative route through the classroom can be made.	Ensure corridors are kept clear of children's coats and bags and that children hang them up appropriately.	All class teachers to be aware.	Apr 2019 - ongoing
Parking Bays	The Norman school does not have a car park for staff or parents.			
Entrances	Main entrance into school accessible –wheelchair access. Front door has coded access	Coded access on front door needs to be lowered or replaced with fob access.	Site Manager SLT	Ongoing to 2022
Signage	Signage not cohesive around school	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC.	SENCo	Sept 2019

		To be designed and positioned to inform those with visual impairment and wheelchair users.		
Fire alarms	Currently auditory alarm in place	Visual fire alarms to be installed	Site Manager SLT	Ongoing to 2022
Doors	<p>Newer doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.</p> <p>Doors to Paris and Barcelona classrooms are large heavy wooden doors original to the building of the school.</p> <p>A wheelchair user would be able to get through but would not be able to open doors independently. Users cannot see each other through these doors.</p>	<p>Coded access on front door needs to be lowered or replaced with fob access.</p> <p>Signs made for original wooden doors to warn users to open with care.</p> <p>Teachers to be made aware not to stick pictures over glass.</p>	Site Manager SLT SENCO	<p>Ongoing to 2022</p> <p>Sept 19</p>
Emergency escape routes	Labels well and clearly displayed throughout school.	<p>Continue to ensure signs are maintained.</p> <p>Ensure escape routes are clearly identified for wheelchair users</p>	Site Manager SLT	Ongoing to 2022

### Section 3c: Access audit – Duchy of Lancaster Primary

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>2 storey old building. Rooms upstairs are office, staff toilet, staff room.</p> <p>Disabled toilet accessible downstairs and tea/coffee making available in office for any disabled staff unable to go to staff room.</p> <p>All classrooms are accessible but one class has a corridor like sharp corner in which would not be accessible to a wheel chair user. There is access to classroom via side gate and back door.</p> <p>Front entrance has steps not accessible to wheelchair users.</p>	<p>Signage for disabled visitor access instructions.</p> <p>Investigate possibility of ramp for front door access</p>	<p>SENCO</p> <p>Site Manager</p>	<p>Sept 19</p> <p>Ongoing to 2022</p>
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Ensure corridors are kept clear of children's coats and bags and that children hang them up appropriately.	All class teachers to be aware.	Apr 2019 - ongoing
Parking Bays	Very small car park with no disabled bays	Investigate possibility of turning one bay into a disabled parking bay	Site Manager SLT	Ongoing to 2022
Entrances	<p>Main entrance into school is not accessible – no wheelchair access because of steps.</p> <p>Front door has coded access.</p>	<p>Signage directing disabled visitor as to how to enter school</p> <p>Investigate possibility of ramp for front door access</p> <p>Coded access on front door needs to be lowered or replaced with fob access.</p>	<p>SENCO</p> <p>Site Manager SLT</p>	<p>Sept 19</p> <p>Ongoing to 2022</p>

Signage	Signage not cohesive around school	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC.  To be designed and positioned to inform those with visual impairment and wheelchair users.	SENCo	Sept 2019
Fire alarms	Currently auditory alarm in place	Visual fire alarms to be installed	Site Manager  SLT	Ongoing to 2022
Doors	Doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	Coded access on front door needs to be lowered or replaced with fob access.  Teachers to be made aware not to stick pictures over glass.	Site Manager  SLT  SENCO	Ongoing to 2022   Sept 19
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.  Ensure escape routes are clearly identified for4 wheelchair users	Site Manager  SLT	Ongoing to 2022