



Accessibility Policy and Plan

Date ratified	May 2022
Committee Responsible for Policy	Business Committee
Date to be updated	May 2025
Headteacher Signature	
Chair of Governors/ Committee Signature	

Growing together as children of God

At Holy Trinity C of E Primary School:

- we want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.
- we work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together.
- we are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished

Biblical Basis for Policy

Matthew 7:12

So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.

Accessibility Policy

I. Aims

Holy Trinity C of E Primary is an inclusive school guided by the Christian ethos that is expressed in the school's 'Growing Together as Children of God' mission statement. These aims promote inclusive education in its widest sense in all areas of school life.

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.

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

The school supports any available partnerships to develop and implement the plan.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Curriculum

Our Teaching and Learning Policy sets out key curriculum priorities. We seek to ensure that teachers are skilled in differentiating the curriculum for learners with a wide range of needs, as outlined in our Special Educational Needs and Disabilities Policy.

4. Physical Environment

A project to significantly expand the school building was completed in September 2010. When designing the new building, the school's architects Curl La Tourelle completed an extensive review of accessibility and the new extensions were designed to comply with Part M of the Building Regulations and the DDA regulations.

The ground floor of the school has no steps, meaning that pupils, staff, parents and visitors can enter the building from street level. The school has a platform lift between the ground and first floor levels, providing wheelchair accessibility to all areas except the maintenance and mezzanine floor which are not used by pupils and only used by a small number of staff. This lift is serviced on a regular basis.

Some of the internal doors would be difficult to open for someone in a wheelchair or using other mobility aids due to their weight. The doors changed due to fire regulations, but we proactively encourage a school culture of respect and mutual assistance. Staff and pupils regularly hold the door open for others whether they are disabled or not.

We are therefore confident that the design of the school building itself maximises accessibility for disabled pupils, staff and visitors. We ensure that the school environment is free from temporary barriers to accessibility in the following ways:

- Daily inspection of the site by the Premises Manager who will remove obstructions, sweep leaves, ensure the floor is dry etc.

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- Half termly inspection of the site by the Health and Safety Governor who will identify short term and ongoing issues for rectification
- Daily informal inspection of the site by members of the Senior Leadership Team who will remove lost property etc.
- Packages, scooters, buggies etc. are parked at the edge of the Welcome Area so as not to cause an obstruction
- Area around the lift kept clear at all times
- Staff reminders to keep corridors free from coats and bags through the weekly briefing meetings

In addition to ensuring that our school site and culture maximise accessibility in general terms, we conduct specific risk assessments for pupils or staff members who need specific support on a permanent or temporary basis, as and when those individuals join our school and/ or when their circumstances change. We develop action plans which are specific to those individuals needing help, making all reasonably practicable modifications to the school site and/ or working practices, in consultation with parents, staff and outside advisors as applicable. This will include provision for pupils or staff members with 'hidden' disabilities or sensory needs.

5. Information Provision

Our school uses a range of communication methods to ensure information is accessible for all pupils including:

- Internal signage in a standard font, using simple language
- Pictures used as well as words wherever possible e.g. on labels for stationery drawers in classrooms
- Large print resources prepared for children who need these

Our school uses a range of communication methods to ensure information is accessible for all staff including:

- Key messages for staff are communicated verbally at the Monday briefing, supported by a short written summary
- Expectations of staff e.g. the details of our Behaviour Policy are communicated verbally as well as in a written summary. Senior Leaders regularly model example scenarios in short training sessions for Lunchtime Supervisors.

ParentMail is the main communications channel for use with parents. Messages follow a standard format and are written in clear English. Every message includes an email address and phone number so that parents can contact the school if they have questions. The website follows web content accessibility guidelines. When the school is made aware of families who find written communications difficult, they proactively phone these families when important messages need to be delivered.

6. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Business Committee of the Governing Body.

7. Links with Other Policies

Our Accessibility Policy and Plan are linked to the following policies and documents:

- Admissions Policy
- Critical Incident Policy and Plan
- Equality Policy and Associated Documents
- Health and Safety Policy
- Special Educational Needs and Disability (SEND) Policy
- Supporting Children with Medical Needs Policy
- Teaching and Learning Policy

8. Complaints

Our school's Complaints Policy covers the Accessibility Policy and Plan. If you have any concerns relating to accessibility in school, this policy sets out the process for raising these concerns.

Accessibility Plan – March 2022

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

We have included a range of stakeholders in the development of this Accessibility Plan, including parents, staff and governors of the school.

Aim	Current good practice	Objectives/ Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Ensure that teachers are skilled in differentiating the curriculum for ASD / SCLN learners</p>	<p>ASD training delivered by SENCO to all staff including non- teaching and MDS staff.</p> <p>SCLN training for staff in PD meetings EYFS SENCO and Y1-6 SENCO</p> <p>Specific MDS training delivered virtually by MAOS Speech and Language training (Lego Therapy, Clever Communication, Language Progression Screening Tool) delivered by LBL Merton to SENDCO. SENDCO trains support staff.</p> <p>Ongoing work in association with Merton Autism Outreach Service (MAOS)</p> <p>Support required documented in lesson plans, ensuring that supply teachers can continue with good practice</p> <p>Facilitation of SALT/ Social Skills groups / provision of equipment resources (e.g. OT equipment/ ear defenders)</p>	<p>Monitor staff training requirements and take action as required</p> <p>Inclusion Leader (SENCO) to observe teachers to ensure needs of ASD/SCLN learners being met in classroom</p>	<p>SENCO</p> <p>EYFS SENCO</p> <p>Headteacher</p> <p>Deputy Head</p>	<p>Ongoing</p> <p>July 2025</p>	<p>All staff are aware of the strategies to remove barriers to learning for people with ASD/SCLN</p> <p>All staff feel confident to communicate effectively with students who have ASD/SCLN</p>

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<p>Ensure that teachers are skilled in differentiating the curriculum for CLA/ Post CLA learners</p>	<p>Attachment and Developmental trauma training provided during 2021/2022 and 2022/2023 academic year</p> <p>Holy Trinity is part of a 2 year Attachment and Developmental Trauma Project run by the EP/VBS and Virtual School Service.</p> <p>The use of other professional partners has been made available including Educational Psychotherapy and VBS</p> <p>Teachers and SENCO attend PEP meetings to set and review targets</p> <p>Regular meetings with school link EP and parents, where appropriate, to discuss strategies and best practice</p>	<p>Continue to review the specific needs for pupils living with an emotional disability, in terms of basic daily living skills, relationships and future aspirations</p> <p>Focus is on building resilience for learning for these children and to ensure better outcomes for them.</p>	<p>SENCO</p> <p>Headteacher</p> <p>Deputy Headteacher</p>	<p>Ongoing</p>	<p>Teachers are aware of the relevant issues and can ensure that this group has equality of access to life -preparation learning</p> <p>Teachers feel confident to manage emotional concerns and know when to seek support and where to access support.</p> <p>Pupils are making progress</p>
<p>Ensure teachers are skilled in differentiating the curriculum for dyslexic learners</p>	<p>We use resources tailored to the needs of pupils who require support to access the curriculum e.g. ivory paper for dyslexic learners</p> <p>SENCO has provided each class teacher with a dyslexia box containing useful resources e.g. spell checker, coloured overlays etc</p> <p>Specialist dyslexia teacher provides supplementary 1:1 / group sessions where applicable</p> <p>KS2 Peer Support Group has been set up to boost self- confidence and resilience for learning</p>	<p>Inclusion Leader (SENCO) to observe each teacher to ensure needs of dyslexic learners are being met in classrooms</p> <p>SENCO to monitor SEMH outcomes as a part of NASENCO Award</p>	<p>SENCO</p> <p>Headteacher</p> <p>Deputy Headteacher</p>	<p>Ongoing</p>	<p>All teachers confident to differentiate the curriculum for dyslexic learners</p> <p>Differentiation clearly visible in lesson observations</p> <p>Dyslexic children understand what strategies are useful for them and can access these independently.</p> <p>Dyslexic children have greater self - confidence</p>
<p>Ensure teachers are skilled in differentiating the curriculum for dyspraxic</p>	<p>Range of sensory equipment/ OT equipment available e.g. wobble cushions, pencil grips, writing slopes, weighted pads, fiddle toys, ankle weights, gym balls</p>	<p>Continued training and liaison with LCP (London Children's Practice) Merton OT provider and</p>	<p>SENCO</p> <p>Headteacher</p>	<p>Ongoing</p>	<p>All teachers confident to differentiate the curriculum for learners with dyspraxia / sensory needs</p>

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learners/ others with sensory needs	<p>Standing desks are available in classrooms.</p> <p>Use of Sensory Circuits for the whole class encouraged.</p> <p>OT provision to be incorporated into PE lessons where appropriate.</p>	private therapists when appropriate	Deputy Headteacher		Differentiation clearly visible in lesson observations
Ensure teachers are skilled in differentiating the curriculum for visually impaired learners	<p>We design classroom seating arrangements to support individual children's needs</p> <p>We adapt lesson resources to minimise visual clutter.</p> <p>We provide large print resources and large print test papers to support children who are visually impaired</p> <p>We provide printouts of smartboard slides for some children</p> <p>We provide planning and preparation time for LSA to adapt class resources.</p>	Continue to liaise with Visual Impairment team at London Borough of Merton and MM-ICT to provide appropriate support/ resources to visually impaired pupils	<p>SENCO</p> <p>Headteacher</p> <p>Deputy Headteacher</p>	Ongoing	<p>All teachers confident to differentiate the curriculum for visually impaired learners</p> <p>Differentiation clearly visible in lesson observations</p>
Ensure that teachers are skilled in differentiating the curriculum for all other pupils with a disability	<p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Smart targets are set effectively and are appropriate for pupils with additional needs</p> <p>Standing desks are available in classrooms.</p>	Inclusion Leader (SENCO) to observe each teacher to ensure needs of pupils with a disability are being met in the classroom	<p>SENCO</p> <p>Headteacher</p> <p>Deputy Headteacher</p>	Ongoing	<p>All Individual Support Plans have SMART targets that are progressive and build towards longer term outcomes.</p> <p>Progress is evident in Progress Meetings</p>
Ensure that classrooms are optimally organised to promote the participation	<p>Specialist chairs provided for specific children</p> <p>Standing desks are available in classrooms.</p>	Teachers are expected to arrange their classrooms to accommodate the	Class Teachers	Ongoing	Lessons start on time without the need to make adjustments

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<p>and independence of all pupils</p>	<p>During the September INSET teachers there is an SEN session during which consideration is given to Sensory Needs. Visual stimulus is purposeful and displayed clearly. Seating arrangements reflect proximity to windows, doors and cupboards which can be distracting. All classrooms have a 'concentration station' to enable children to work on their own.</p> <p>Movement and brain breaks are incorporated into the daily timetable.</p> <p>Visual timetables are used in all classrooms</p> <p>Ear defenders are available in all classrooms.</p>	<p>specific needs of their class.</p> <p>Sensory Circuits to be shared with all staff and their purpose explained.</p>	<p>Teaching Assistants</p>		<p>to accommodate the needs of individual pupils</p> <p>Pupils are encouraged to access support equipment when they require it.</p> <p>Children are encouraged to understand when they may require a movement or brain break with adult support.</p>
<p>The wider school building minimises accessibility barriers for pupils, staff, parents and visitors</p>	<p>We have a platform lift which is used to transport pupils, parents, staff and visitors to and from the first floor when required</p> <p>The ground floor is fully accessible for those with mobility issues – there are no steps</p> <p>The Welcome Area is kept free from obstacles which would prevent those using wheelchairs, buggies, mobility scooters or crutches from moving freely throughout the building</p> <p>We actively encourage a culture of helping others – pupils and staff proactively hold the door open for those who cannot open the door and move through the door at the same time</p> <p>We have limited parking space in our visitor carpark. Our Site Manager parks in the disabled bay every day to reserve it for others who may need it. He is always on site and is always ready to move his car immediately if the disabled bay is needed.</p>	<p>Continue to monitor accessibility through the half termly Health & Safety Governor walkarounds</p>	<p>School Business Manager</p>	<p>Ongoing</p>	<p>The school does not receive complaints from staff, parents or visitors about accessibility issues</p> <p>Any reasonably practicable suggestions are implemented in a timely manner (immediately wherever possible)</p>

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	Club Providers with limited mobility are allowed to use the staff room for rest breaks				
All out-of-school activities are planned to ensure the participation of the whole range of pupils	<p>Extra staff attend the Year 4 PGL and Year 6 France trip as required, to support children with EHCPs and therefore enable everyone to participate</p> <p>Taxis are provided to enable children with limited mobility or severe ASD to avoid the need for public transport for school trips in London</p> <p>Individual risk assessments are prepared for some pupils</p> <p>Staff make contact with providers of activities/ trips ahead of time for specific support/ advice regarding individual pupil needs (e.g. dietary, medical)</p>	Continue to liaise with parents, teachers and activity leaders to ensure safety and inclusion of all pupils on an individual basis	Headteacher SENCO	Ongoing	Children with EHCPs are included in day trips and residential trips, with activities, transport plans and support tailored to their needs
Ensure provision is made a lunchtime for those who need extra support (physical or emotional)	<p>1:1 staff allocated to specific children</p> <p>Small room available to eat in for those who find the dining hall too noisy/ busy</p> <p>Quiet lunch club provided</p> <p>Weekly lunchtime staff meetings which include a focus on specific children's needs if required</p> <p>Training is provided for ASD and SLCN difficulties. Zones of Regulation Training provided to the whole school staff and ALL staff have lanyards with ZOR prompt cards to enable de-escalation and eventual reparation.</p>	Zones of Regulation Training facilitated to aid lunchtime staff when dealing with specific children's behaviour	Headteacher Deputy Head SENCO	July 2023	Children/ parents happy that their children are supported at lunchtime Reduction in playground conflict
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible for all children including:	Inclusion Leader (SENCO) to observe teachers to ensure visual cues/ prompts are provided	Headteacher	Ongoing	External advisors e.g. SDBE Advisor comments positively on the accessibility of our information for pupils

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	<ul style="list-style-type: none"> • Internal signage in a standard font, using simple language • Pictures used as well as words wherever possible e.g. on labels for stationery drawers in classrooms • Large print resources prepared for children who need these including assessment papers • Visual timetables • Flow charts in every classroom with photos of staff children can go to if they need help • Communicate in Print software available for use <p>Speech and Language training focused staff meetings held in 2021-2022 academic year</p>	where necessary in the classroom			
Improve the delivery of information to staff, parents and visitors	<p>Key messages for staff are communicated verbally at the Monday briefing, supported by a short written summary</p> <p>Year Group team meetings are held on Monday mornings during Collective Worship. TA, LSA and Class teacher meet to discuss any issues, plans for the week and any areas where additional planning or support may be required.</p> <p>Expectations of staff e.g. the details of our Behaviour Policy are communicated verbally as well as in a written summary. Senior Leaders regularly model example scenarios in short training sessions for Lunchtime Supervisors.</p> <p>ParentMail is the main communications channel for use with parents. Messages follow a standard format and are written in clear English. Every</p>		<p>Headteacher</p> <p>School Business Manager</p> <p>Office Team</p>	Ongoing	<p>Parents and staff comment positively when asked questions about school communications in annual surveys</p> <p>Year Group teams have effective weekly communication and can troubleshoot together at the beginning of every week. Staff feel supported, particularly those who may have additional responsibilities for specific children.</p>

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	<p>message includes an email address and phone number so that parents can contact the school if they have questions</p> <p>Weekly bulletin sent to parents via ParentMail – also shared with staff</p> <p>The office staff are aware of a number of families who find written communications difficult and proactively phone these families when important messages need to be delivered e.g. when parents should book parent teacher consultations</p>				
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Appendix I: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two stories	N/A	Headteacher/ SBM	N/A
Corridor access	Most corridors kept clear of bags/ coats	Continue to monitor corridors especially outside Year 1 and Year 3 classrooms as part of regular Health & Safety walkarounds. Class Teachers and TAs to continue to keep corridors clear. SBM/ Site Manager to continue to keep Welcome Area Clear	Class Teachers/ SBM	Ongoing
Lifts	Platform lift between ground and first floor	Ensure maintenance checks are carried out and any faults are fixed immediately. Risk Assessments / temporary PEEPs to be completed if the lift is temporarily out of action	SBM	Ongoing
Parking bays	8 visitor parking bays including 1 disabled parking bay	Site Manager to park in the disabled bay every day to reserve it for others who may need it. He is always on site and is always ready to move his car immediately if the disabled bay is needed.	Site Manager	Ongoing
Entrances	One main entrance to the school office. Two gates for parents	Specific plans to be drawn up for specific children/ parents if existing entrances are not suitably accessible.	SBM	N/A
Ramps	N/A	N/A	N/A	N/A

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Toilets	One disabled toilet on ground floor/ one disabled toilet on first floor	Toilets currently used by all but if the number of children/ staff/ regular visitors who need to use these toilets increases we will reserve their use only for disabled people	SBM	N/A
Welcome Area	Wide, clear area for waiting. Minimal soft seating	Office staff to ensure that those who need a seat are given one (e.g. by asking others to stand) Office staff to ensure welcome area is clear at all times	Office staff	Ongoing
Internal signage	Clear, consistent internal signage including signs produced in-house and signs which have been purchased (e.g. fire exit signs)	Half termly check of signage, as part of Health & Safety Governor walkarounds	SBM	Termly
Emergency escape routes	Emergency exits clearly marked. PEEPS prepared for all children and staff with limited mobility on an ongoing basis. Risk assessments (including evacuation plans) prepared for all children and staff with temporary limited mobility	Termly fire drills Ongoing production of PEEPs and Risk Assessments	Headteacher SBM	Ongoing