

## **Holy Trinity Pewley Down Disability and Accessibility Plan**

### **Our Principles:**

At Holy Trinity Pewley Down School we believe that all children are entitled to equal access to learning in accordance with their need regardless of race, sex, creed, religion, sexual orientation, disability or age.

### **Our Vision:**

A zest for learning and a love of life  
Being treasured and loved as a unique child of God  
Embracing the future with hope and confidence  
Seeing Heaven in a moment  
Imagining the journey in another's footsteps  
Learn to live

### **Context:**

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995, Sex Discrimination Act) and to further the aims of our Vision, in the following ways:

*Continuing to improve all aspects of the curriculum, the physical environment of the school site, other resources and information so that all disabled pupils and stakeholders can take full advantage of the education and associated opportunities provided by the school.*

### **Definition (Equality Act 2010)**

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day to day activities.”

### **The main priorities in the school's plan**

The HTPD plan identifies actions aimed to increase access to education for disabled pupils in these areas

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils and stakeholders can take advantage of education and associated services
- Improving the access of information for pupils and stakeholders

## Management, implementation and publication

The Accessibility Plan supports and is supported by other school policies:

- School Improvement Plan
- **SEF**
- SEND policy
- Equality policy
- Curriculum Policy
- Health and Safety Policy

The Accessibility plan will be reviewed and revised annually by the SLT, Governing Body and Reference Group. The review will use the school provision mapping system, children's individual access plans that are encompassed in EHCPs, data monitoring information and the priorities in the School Improvement Plan. The Accessibility plan will be available to all children, staff, governors and parents to contribute to the review process at any time. The Accessibility plan will be published on the school website and can be available as a paper copy from the school office.

| <b>HOLY TRINITY PEWLEY DOWN SCHOOL ACCESSIBILITY PLAN (3 Year Plan July 15 – July 2018)</b>                             |   |                  |                               |  |  |
|---|---|------------------|-------------------------------|--|--|
| <b>Increase the extent to which disabled pupils can participate in the school curriculum</b>                            |   |                  |                               |  |  |
| <b>Targets</b>  | <b>Strategies</b>   | <b>Timescale</b> | <b>Who</b>                    | <b>Success Criteria</b>                                | <b>Evidence</b>  |
| Ensure lessons (including PE) are appropriately differentiated to ensure the participation of the whole range of pupils | Use a range of teaching methods and styles e.g. questioning techniques, partner/group work, peer tutoring, visual timetables  | Ongoing          | Class teachers, support staff | Children make good progress and meet their targets     | Lesson observations; planning; children's work; pupil progress data; |
| Support to meet individual's needs when taking part in lessons  | Attending to medical needs. Use of coloured papers pens, simplified/enlarged text, coloured IWB background / ICT software. Staff training on curriculum access. Targeted personal support as required | Ongoing          | Class teachers, support staff | Children achieve well in accordance with their ability | Learning walks note the effectiveness of this in lessons             |

|   |   |             |                               |  |                |
|---|---|-------------|-------------------------------|--|----------------|
| Ensure that all staff have the specific training on disability issues           | Be aware of staff training needs<br>Staff access appropriate CPD  | As required | SENCo                         | Staff Knowledge increased  | Learning walks |
| Organise classrooms to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning of all students, with particular emphasis on disabled students | Ongoing     | Class teachers, support staff | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | Learning walks |

**Improve the environment of the school to increase the extent to which disabled pupils and stakeholders can take advantage of education and associated services**

| <b>Targets</b>   | <b>Strategies</b>   | <b>Timescale</b>                   | <b>Who</b>                               | <b>Success Criteria</b>   | <b>Evidence</b>   |
|--|---|------------------------------------|--|---|---|
| The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors | To create access plans for individual disabled pupils as part of the SEN Review process when required | Time-scale<br>As required          | Responsibility<br>SENCo &<br>Headteacher | SEND Support Arrangements are in place for disabled pupils and all staff aware of pupils needs. | SEN Reviews/<br>SEND Support Arrangements documentation |
|  | Be aware of staff, governors and parent's access needs and meet as appropriate.                       | Induction and on-going if required |  | Parents have full access to all school activities   | Parent/Staff feedback                                   |
|  | Through questions and discussions find out the access needs of parents/carers.                        | Annually                           |  | Access issues do not influence recruitment and retention issues                                 |   |
|  | Consider access needs during recruitment process  | Recruitment process                |  | All staff and governors feel confident their needs are met                                      |   |

|  |   |                             |              |   |                               |
|--|---|-----------------------------|--------------|---|-------------------------------|
| Increase disabled access to HTPD                   | Widen External doors for disabled access at Infants                                     | Spring term 2016            | Site Manager | New doors PD  | Inspected changes to building |
|  | Removable ramps made for Chapel top entrance at juniors                                 | Summer 2017                 | Site Manager |   |                               |
|  | Access from main school building to Chapel via bridge at juniors                        |                             |              |   |                               |
| Improve lighting in classrooms and shared areas    | Replace lighting units to provide current regulations standards required                | Spring/<br>Summer term 2015 | Site Manager | Ceilings and lighting   |                               |
| Disabled facilities improved                       | Maintain lift for use at infants  | Summer term 2015            | Site Manager | Certificate   |                               |
| Disabled facilities improved                       | Re fit children toilets at infants to accommodate disabled access                       | Autumn 2015                 | Site Manager |   |                               |
|  | Re fit children toilets at juniors  | Summer 2017                 | Site Manager |   |                               |
| Ensure all disabled pupils can be safely evacuated | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties | As required each September  | ECM          | All disabled pupils and staff working alongside are safe in the event of a fire |                               |

**Improving the access of information for pupils and stakeholders**

| <b>Targets</b>   | <b>Strategies</b>   | <b>Timescale</b>                 | <b>Who</b>                    | <b>Success Criteria</b>  | <b>Evidence</b>                                    |
|--|---|----------------------------------|-------------------------------|--|--|
| Written material for pupils available in alternative formats     | Reduced/ simplified amounts of text, larger print size; use of a reader where appropriate   | Ongoing                          | Class teachers, support staff | All pupils able to access information in a meaningful and appropriate fashion leading to good learning outcomes. Stakeholders able to access information in appropriate format | Lesson observations; pupil consultations; planning |
| Review information to parents/carers to ensure it is accessible. | Provide information and letters in clear print in "simple" English<br>School office will support and help parents to access information and complete school forms | During induction<br><br>On-going | School Office                 | All parents receive information in a form that they can access   | Parent view  |