



# Holy Trinity Pewley Down 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 their race, gender, sex, religion, sexual orientation, disability or age. HTPD is an inclusive school and our values reflect our commitment to having high expectations for everyone. All pupils, families and staff are treated fairly and with respect, and this involves providing access and opportunities for all without discrimination of any kind. Children are provided with high quality teaching so that each child has the opportunity to access every lesson and achieves all that they are able to. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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. Definition of special educational needs In this policy, 'SEN' refers to a pupil who has additional learning needs and requires adaptive teaching and/or additional provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they: have significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post16 institutions; and are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Under the 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. Follow the link to other relevant policies to our SEND provisions on our [school's website](#).

## **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



# Holy Trinity Pewley Down Accessibility Plan



## 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 pupils with a disability and stakeholders can take full advantage of the education and associated opportunities provided by the school.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to building positive attitudes towards disability and accessibility and to developing a culture of awareness, acceptance and inclusion.
2. Holy Trinity Pewley Down plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. This plan will be updated annually.
4. The Accessibility Plan will layout the school's actions and plans to:
  - Improve access to the physical environment of the school, adding specialist facilities where necessary. This includes reasonable adjustments to the physical environment of the school and physical aids which enable access to all aspects of education and school life.
  - Increase access to the curriculum for pupils with a disability or additional learning need. This includes rethinking use of technology and activities as well as making reasonable adjustments and adaptations to the curriculum. It also covers the wider curriculum including after-school clubs, school trips or leisure and cultural activities. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - It may also be necessary to improve and make reasonable adjustments to any written information to pupils, staff, parents and visitors. Examples of such written information might include worksheets, timetables, textbooks and communication with home including the school's weekly newsletter and Just to Let You Knows.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan, as such, some targets will roll over onto the next plan.

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 Development 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.

## Participation of all children in the school curriculum

To continue to monitor and increase the extent to which all pupils participate in the school curriculum. Our aim at HTPD is to reduce and remove barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability/additional needs.

Action/targets	Evidence	Staff/resources	Strategies	Monitoring and Success criteria	Review date
Ensure lessons (including PE, art and drama) are appropriately adapted to ensure the participation of the whole range of pupils. Support to meet individual's needs when taking part in lessons.	Lesson observations; planning; children's work; pupil progress data.	Class teachers, support staff, SENDCo and Inclusion Lead	Use a range of teaching methods and styles e.g. questioning techniques, partner/group work, peer tutoring, visual timetables. Refer to OAP for strategies and best practice.	All children achieve across the curriculum and access every lesson	Ongoing
Organise classrooms to promote the participation and independence of all pupils	Learning walks	SENDCo, Inclusion Lead and SLT	Table spaces, seating plans, displays, pre-planned movement/crowing in school and classroom	Improved pupil participation and independence	Ongoing
Celebrate national/local events such as Downs Syndrome Awareness Day and Paralympics. Encourage visitors	Dedicated celebratory days and events. Visitor's feedback.	All staff and parents	Keep informed of upcoming events and how to include them into school life	Positive attitudes and knowledge towards different charities/organisations and communities	Ongoing
All curriculum programmes, schemes of work and resources cater for the needs of pupils with disabilities	Observation and learning walks and planning	SENCO and SLT and Subject Leads	Training sessions, subject leads to monitor	Increased knowledge and confidence to use a range of teaching strategies across the curriculum	Ongoing



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Training for staff on increasing access to the curriculum for all learners, inclusive/best practice and removing Potential barriers.	Planning and lesson observations	SLT and Inclusion Lead	<ul style="list-style-type: none"> <li>Staff audits and appraisals, observations</li> </ul>	Staff confidence in adaptive teaching is improved. Children's participation in the curriculum is	ongoing
Use appropriate assessment tools for children working pre-key stage	Progress/attainment data	SENDCo	Data	All children have their progress monitored effectively.	24-25
To ensure that the medical needs of all pupils are met fully within the capability of the school	Reviews and up to date paperwork	SENDCo and Inclusion Lead	<p>To conduct parent interviews</p> <p>To liaise with external agencies</p> <p>Make relevant referrals to external agencies</p> <p>To identify training needs</p>	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.	Ongoing
Appropriate use of intervention and their success and impact on progress	Provision maps updated and termly reviews conducted	SENDCo and Inclusion Lead	<p>Track intervention success on Insight.</p> <p>Have intervention groups across classes/year groups to give more children opportunities to attend interventions.</p> <p>Improve gross and fine motor skills interventions.</p> <p>Improve sensory interventions.</p>	Progress and attainment of all children evident.	24-25



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<p>All children are visible in the curriculum and resources</p>	<p>Displays, pupil voice in EDI groups.</p>	<p>SENDCo, Geraldine, Inclusion Lead, EDI group</p>	<p>Resources will reflect the needs of the pupils as well as represent the different pupils in the class through books, videos and pictures etc.</p>	<p>Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.</p>	<p>Ongoing</p>
<p>Appropriate use of specialised equipment to benefit individual pupils and staff</p>	<p>Pupil access and learning</p>	<p>SENDCo, class teachers and Inclusion Lead</p>	<p>Ipads available to support children with Additional language needs. Laptops or sloping boards for children with certain cognitive and learning needs and/or fine motor difficulties. Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc</p>	<p>Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols etc</p>	<p>Yearly and ongoing</p>
<p>Effective transition of all pupils with English as an additional language.</p>	<p>Parental engagement and pupil voice</p>	<p>Inclusion Lead and Class Teacher</p>	<p>Use the home information sheet/census to gain additional information regarding languages spoken, any additional needs, and cultural differences which may be worth mentioning.</p>	<p>Positive pupil and family voice remarking on feeling a part of the school community</p>	<p>24-25</p>

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Effective communication and engagement of parents	Parental engagement and attendance to meetings including termly reviews	Class teacher, SENDCo and Inclusion Lead.	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meetings with parents and carers. Termly review meetings with carers of children on the SEN register.	Effective communication and parental engagement	Termly
Effective communications with nurseries and schools to provide a quality transition. -	Preparing for children with additional needs and working closely with their families and previous settings before they transition.	Class teacher, SENDCo and Inclusion Lead.	To identify pupils who may need additional to or different provision for the September and mid-year intake.	Children will have a smooth transition to new year groups and/or settings.	Yearly

### Improving access to the physical environment

To ensure the physical environment of the school is accessible to all pupils and adults. To ensure that all children can take advantage of all education, activities and associated services.

Actions/targets	Evidence	Staff/resources	Strategies	Monitoring and Success criteria	Review date
<ul style="list-style-type: none"> <li>The school is aware of the access needs of all pupils, staff, governors, parent/carers and visitors</li> </ul>	<ul style="list-style-type: none"> <li>SEN Reviews/ SEND Support Arrangements documentations</li> <li>Parent/Staff feedback</li> </ul>	SENCO, Headteacher and Governors	<ul style="list-style-type: none"> <li>To create access plans for individual pupils with any disability as part of the SEN Review process when required</li> <li>Be aware of staff, governors and parent's access</li> </ul>	<ul style="list-style-type: none"> <li>END Support Arrangements are in place for disabled pupils and all staff aware of pupils needs</li> <li>Parents have full access to all school activities</li> </ul>	<ul style="list-style-type: none"> <li>Time-scale as required</li> <li>Induction and on-going if required Annually</li> <li>Recruitment process</li> </ul>

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			<p>needs and meet as appropriate.</p> <ul style="list-style-type: none"> <li>Through questions and discussions find out the access needs of parents/carers. Consider access needs during recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>Access issues do not influence recruitment and retention issues.</li> <li>All staff and governors feel confident their needs are met</li> </ul>	
SEND and Medical register and information on children with additional needs to be updated.	<ul style="list-style-type: none"> <li>Updated register</li> </ul>	SENDCo and Class Teacher	<p>Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant Developments. Ensure Medical register and care plans are up-to-date. Meet with parents of children whose care.</p>	<p>SEN and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.</p>	Ongoing
			<p>Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre-visits</p>	<p>All children will access trips</p>	Ongoing
Evaluate/risk assess day and residential trips in light of current cohort	Risk assessments	SENDCo and Inclusion Lead			Ongoing

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			required for residential stays if SEND children are coming.		
Ensure all children feel safe and involved at playtimes	Pupil voice and observing engagement of all pupils	All staff	Peer mediation, Young Interpreters, bus stop, thoughtful area, teachers providing additional ideas for particular children in their class.	All children will feel like they enjoy playtimes.	24-25
Maintain safe access round the interior and exterior of the school	Risk assessments	Julie Batt; SLT including SENDCo	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/website/1:1 school staff Safety improved with adequate and/or pre-planned parking	All children are able to move around the school grounds safely with all and any risks pre-identified.	Ongoing
Ensure access for all SEND/PP/EAL children at after school clubs and extended day and reasonable adjustments are made to enable participation	Registers	Inclusion Lead, Geraldine, Laura Sutton	Audit SEND children use of clubs and extended services Risk assessments put in place if needed	All children are able to access a club of their choice.	24-25
To make effective use of the learning pods	Timetables	SENDCo and Inclusion Leads	Interventions which require reduced sensory stimulation to be carried out in the pods.	Pods are accessed regularly, interventions are calm and easily accessed.	Ongoing

### Alternative formats for written information

To ensure that there is effective communication of all information to all pupils and parents.





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Action/targets	Evidence	Staff/resources	Monitoring and evaluation	Success criteria	Review date
<p>Long term: Audit library books to check for accessibility</p> <p>Differentiated lessons, visual and reading aids</p>	<p>Reading books with buff paper for those with dyslexia/scotopic sensitivity/visual stress.</p>	<p>English coordinator and Inclusion Lead and Librarian</p>	<p>Fed back to SLT for action planning</p>	<p>Children with known dyslexia and/or tendencies will independently access age-appropriate reading tasks.</p>	<p>24-25</p>
<p>Review documentation on website to check accessibility for parents and carers</p>	<p>Key messages are responded to.</p>	<p>EAL information sheet for initial transition; Admin staff; Inclusion Lead</p>	<p>Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.</p>	<p>Key messages and communication are received by all.</p>	<p>ongoing</p>
<p>Ensure written materials are available in alternative formats</p>	<p>Access to all communication</p>	<p>Class Teachers, admin staff, SENDCo, Inclusion Lead</p>	<p>Ensure office staff are able to use google translate to translate any written letters and newsletters where necessary, use the Bell Foundation's pre-written letters in different languages. Ensure carers with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents in who may need support completing forms</p>	<p>Key messages and communication are received by all.</p>	<p>24-25</p>
<p>Improve use of pictorial communication systems (Widgit)</p>	<p>Displays, in-class resources all supporting new vocabulary.</p>	<p>SENDCo and Inclusion Lead</p>	<p>Widgit purchased to improve picture communication support, consistent across whole school.</p>	<p>All staff regularly using Widget and saving time by saving shared resources.</p>	<p>24-25</p>



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			<p>Use Widgeit to make classroom resources (eg.word mats, visual timetables, social stories). Inclusion Lead to train on most effective ways to use Widgeit.</p>		
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