

Accessibility Plan



HOLY TRINITY & ST JOHN'S C E P SCHOOL

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Our **INTENT** for this policy is to:

- Increase the extent to which our disabled pupils can participate in the curriculum– including teaching and learning alongside the wider curriculum of the school such as participation in after-school activities, leisure and cultural activities or school visits
- Improve the physical environment of our school to enable disabled pupils, and family members, to take better advantage of education, benefits, facilities and services provided– including physical aids to access education
- Improve the availability of accessible information to our disabled pupils and stakeholders
- To improve the delivery of written information to disabled pupils/staff – including planning to make written information that is normally provided by the school to its pupils available to disabled pupils, such as preferred formats
- Meet the Legislation and guidance and so 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.

IMPLEMENTATION of the Policy and Accessibility Plan:

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Improving teaching and learning lies at the heart of our school's work. Through self-review and Continuous Professional Development (CPD) we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all. We aim to meet every child's needs within mixed ability, inclusive classes. Quality First Teaching is the least we offer for all our pupils.

We will, where possible, 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.

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

It is essential to our school and Christian ethos that we enable all pupils to participate fully in the broader life of the school. All pupils can attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a pupil had breached school rules. Risk Assessments are completed for clubs and trips and where necessary individual pupil risk assessments are made to determine if a pupil would put themselves or their peers in danger in an every day situation. Parents are informed of the risks if their child is excluded from a club or trip for safety reasons.

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

Current situation

The school has pupils with a range of disabilities including moderate and specific learning disabilities.

We have a visually impaired child, children with diabetes and those with asthma. Our future plans include opening a new Special Resourced Provision (SRP) to provide for pupils with an EHCP where Autism/ASC is named.

The IMPACT will be seen when we review the plan

- The Plan will link with priorities in the School Improvement Plan (SIP).
- It will be reviewed every three years
- Progress towards meeting targets in the Plan is reviewed annually by the SLT and discussed with the school governor who has responsibility for SEND and Well-Being.
- The Plan links to priorities in school's Accessibility and Premises Review carried out by KCC.
- The Lead Person with responsibility for writing, implementing and reviewing the Plan is school's Inclusion Leader.

Links with other policies and documents

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special educational needs and disabilities (SEND) information report
- Supporting pupils with medical conditions policy

Some pupils have individual risk assessments which also detail the additional support required to meet their needs.



Holy Trinity and St John's CEP School
Accessibility Plan
2020-2023

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	IMPACT Reviewed
Increase access to the curriculum for pupils with a disability	<i>Our school offers a differentiated curriculum for all pupils.</i>	Short term	All teaching and support staff to complete CPD (including on line) in preparation for the new interventions from Sept 2020 (see Provision Plans)	Inclusion Leader, DHT and SENCO	April 2021	
	<i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i>	Short term	School Based Review – discussions with the EP for teachers requiring and requesting further support and advice regarding curriculum adjustments	SENCO	On-going until July 2021	
	<i>Curriculum resources include examples of people with disabilities.</i> <i>Curriculum progress is tracked for all</i>	Short term	EP advice and training for support and teaching staff on meta cognition	Inclusion Leader	July 2021	

	<i>pupils, including those with a disability.</i> <i>Targets are set effectively and are appropriate for pupils with additional needs.</i> <i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>	Medium term	To improve the provision of ICT equipment for pupils with SEND Teachers to be given opportunities to watch Outstanding practitioner use ICT in lessons.	SLT	July 2022	
To offer specialist provision for SEND children in an inclusive environment	<i>Currently there are not enough special school places in Thanet and especially Margate for the ASD pupils who have an EHCP</i>	Long Term	To integrate resource base children into mainstream lessons Integration timetable for the curriculum. Inclusive activities and school trips	ASD team	On-going from June 2021	
Improve and maintain access to the physical environment	<i>The environment is adapted to the needs of pupils as required.</i> <i>This includes:</i> <i>Disabled toilets and changing facilities</i> <i>Library corridor has markings for VI child to be able to</i>	Short – to prepare for transition Medium – in preparation for the SRP opening June 2021	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms. Elevator for disabled pupils, parents, staff or visitors to be able to use both school entrances and entrance to the SRP	Inclusion staff with teachers Local Authority Site staff	Dec 2020 From June 2021	

	<i>navigate and adjustments made accordingly</i> <i>Yellow markings on the steps inside and out to the playground and separate buildings to support VI child</i> <i>Access to the building and within the building is via a key fob for safety reasons</i>	Long – in case of future needs as not currently needed by stakeholders	Disabled parking bays for parents, staff and visitors		Sept 2022	
Improve the delivery of information to pupils and parents with a disability	<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i> <i>Internal signage</i> <i>Large print resources</i> <i>Braille</i> <i>Pictorial or symbolic representations – BSL signs</i> <i>Letters can also be translated in various Eastern European languages by our</i>	Short term Medium – for opening in June 2021 On going	Consider how information is to be shared with all parents and stakeholders about the SRP with opportunities to come in view and discuss the plans ASD friendly environment around the whole school – communicate in print/inprint 3 signs Labels for classroom doors and work stations within the mainstream classrooms Great links with the United Mothers group so that pupils from Ethnic Minorities can read and hear stories in their	LA and SLT ASD teacher Inclusion Leader and Sheila McDonald	Dec 2020 July 2021 On-going	

	<i>Minority Ethnic Outreach Officer (MEO)</i>		own language and celebrate their diversity			
To improve pupil voice for children with SEND at school	<i>We do not have any children on our SEND register as representatives on the school council at present</i>	Short term	SEND pupils to be on school council	School council lead (SG)	Ongoing	
To improve the attainment and participation of pupils with social, emotional and mental health difficulties,.	<i>A review of the Inclusion team and roles and responsibilities is currently being undertaken especially with the new SRP and the new staff that will be joining us</i> <i>Recent Purchase of PASS software to assess the emotional needs of all pupils in our school and so determine appropriate interventions as a result of the assessments</i>	Short term Short term On going Medium term	Have a named Mental Health lead person in school Review mentor support for children with MH difficulties and adapt as required. Use results of the PASS assessments. Signpost parents to support Develop a sensory room within the school building in addition to the one in Nurture and in the SRP	SLT to consider who Learning and Pastoral mentors with Inclusion Leader FLO, MEOO, safeguarding officer Site staff	Dec 2020 Oct 2020 On going Sept 2021	