# Holy Trinity & St John's CE Primary School
# Accessibility Plan
# 2026-2029

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| | Summary | School Accessibility Plan |
| 2 | Responsible person | SENDCO |
| 3 | Accountable SLT member | Mrs Donna McGuirk |
| 4 | Applies to | All Staff |
| 5 | Who has overseen development of this policy | Mrs Sarah Roberts and Mrs Donna McGuirk |
| 6 | Who has been consulted and recommended policy for approval | Governing Body |
| 7 | Approved by and date | Governing Body – September 2026 |
| 8 | Version number | 1 |
| 9 | Available on | School website<br>Staff shared Area |
| 10 | Related documents (if applicable) | SEND Policy |
| 11 | Disseminated to | All Staff |
| 12 | Date of implementation (when shared) | October 2026 |
| 13 | Consulted with recognised trade unions | N/A |

## Schools' Planning Duty

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010, to promote equality of opportunity for disabled people, pupils, staff, parents/carers and other people who use the school or may wish to and to prepare and publish Equality action plan to show how they will meet these duties.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how our Governing Body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. Success criteria has been set so progress and outcomes can be measured. The plan will be reviewed and updated every year.

## Schools Aims

At Holy Trinity & St John's CE Primary School, we are committed to establishing equality for all pupils, their parents/carers, staff and other users of the school. This is reflected in our school's Christian Vision and values, procedures and policies.

In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users.
- To ensure that the learning and teaching environment and the resources used are suitable for all pupils and staff, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

In addition, parents/carers of children and young people with a disability are consulted to ensure all needs and areas of concern are addressed.

As stated above, Holy Trinity & St John's CE Primary School is committed to equal opportunities and inclusion.

This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- The Equality Action Plan
- Special Educational Needs
- Equal Opportunities
- Our Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements
- Health & Safety Policy
- Staff related policies, e.g., risk assessments etc.

This plan itself will also be used to advise and inform other school planning documents and policies.

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The school is committed in providing the best care and provision for children with disabilities and we work closely with other agencies to adapt the environment to meet their needs. All staff working with a child with disabilities are provided with the relevant training, support and guidance to be able to support their needs.

## Current Activities

### Increasing the extent to which disabled pupils can participate in the school curriculum

Holy Trinity & St John's CE Primary School has a good working relationship with feeder nurseries and pre-schools. Transition for children starting school with a disability starts as soon as possible and a plan will be agreed. This may include multi-agency meetings with parents/carers and all professionals involved in supporting the child. Early identification for a child with SEND is crucial and the LA Early Years SEND advisors supports practitioners to identify and signpost/refer to appropriate services and agencies.

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the LA SEND team, outreach services, health professionals and Educational Psychology Service, the SENDCO will ensure the EHCP is in place and additional resources and provision available for the individual.

The school also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

*The school works closely with specialist services including:*

- *Speech and Language Therapists*
- *Occupational Therapists*
- *Physiotherapists*
- *Visually impaired Team*
- *Hearing impaired Team*
- *Educational Psychology Service*
- *SEND Team*
- *CAMHS*
- *GPs and pediatricians*
- *School Nurse Team*
- *Social Care and Early Help*
- *Other advisory services and charities*

*The school's governors, teachers, teaching assistants and lunchtime assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:*

- *Physical disability*
- *Specific medical conditions including asthma, eczema, ADHD, diabetes, epilepsy*
- *Specific learning difficulties including dyslexia and dyspraxia*
- *Autism*
- *Speech, language and communication needs (SLCN)*
- *Emotional difficulties including attachment disorder or bereavement*
- *Sensory processing*
- *Physiotherapy*

*Facilities and support currently on offer at the school include:*

- *Designated areas and support for 1:1 or small-group work*
- *Safeguarding team to access Early Help and other agencies e.g., Local solutions*
- *SENDCO*
- *Advice, assessment and support from Speech and Language Therapist*
- *Speech & Language teaching intervention, inc. social communication*
- *Developing social skills through therapy interventions and social skills groups*
- *Access to different outreach services*
- *iPads/access technology*
- *Range of English and Maths interventions*
- *Staff deliver 1:1 personalised programmes linked to a child's EHCP focusing on fine and gross motor skills*
- *Support and guidance by FLO and safeguarding regarding support for the family through support groups and referral for other agencies*
- *Access to extra-curricular activities and clubs, school visits, residential and appropriate risk assessments*

- Advice and support from School Nurse Team via school referrals
- Paediatric First Aiders
- Transition arrangements, planning and support for SEND to secondary or special school settings.
- Opportunities to gather pupil voice
- Changing facilities for any child who requires it

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

## Current Actions: Improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. There are very few parts of the school to which disabled pupils have limited access to and the school continues to make adjustments to improve access and support the needs of its current community.

In addition, the environment is continually enhanced through the school's building maintenance and redecoration programme.

## Current Actions: Improving the delivery of information to persons with a disability

School staff are aware of the services available for converting written information into alternative formats.

## Review and Implementation

The Accessibility Plan is reviewed annually by our Governing Body. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

| Accessibility Holy Trinity & St John's Action Plan 2026-2027 | | | | |
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| **Priority** | **Action** | **Timeline** | **Monitoring and cost** | **Impact** |
| Curriculum for disabled and SEN pupils is appropriate and meets their needs and relates to learning plans/EHCP in place. | Provide CPD - Adaptive approaches<br><br>SLT/SENDCO ensures adaptative approach to high quality teaching is effective for all pupils, especially SEND. Drop ins, books looks, assessments and discussions with pupils.<br><br>Additional resources used to support and scaffold learning to ensure this is evident in the classrooms. | Review annuall y<br><br>By July 27<br><br>By July 27 | SENDCO & SLT | Children with SEND will have access to a broad and balanced curriculum to support them in making expected progress and participating fully in learning. |
| To offer specialist provision for SEND children in an inclusive environment | To continue to embed alternative provisions within the school by adapting the physical environment – including EYFS intense language environment (Butterflies), Thrive spaces (The Nest/The Warren) and The Meadow (The Lodge).<br><br>Ensuring children identified with more complex SEND needs have equitable access to education (whilst in a mainstream setting)<br><br>Where applicable, adapted curriculum activities are used. | Ongoing | SENDCO & SLT | The SRP is commissioned for 20 SRP places.<br>Our SRP is operating 8 over capacity currently, with a further 4 children with an EHCP receiving in reach support.<br><br>There are 4 Thrive spaces available across the school to meet the needs of our pupils with SEMH differences.<br><br>Across our bespoke provisions there are currently a further 15 children accessing their education which is over and above or different to the mainstream cohort. |

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| | Provision timetables support integration between provision and mainstream class.<br><br>Where a child is out of their mainstream class for over 50% of the time, they are to be mapped to a SEND pathway. | | | |
| To improve pupil voice for children with SEND at school | There is low representation of pupils with SEND within the Pupil Parliament at present – views of all children across the school are significant.<br><br>Ensure that pupils with SEND needs are represented within the Pupil Parliament.<br><br>Pupil voice will also be collected 3 x a year to be shared with Senior Leaders. | By July 28<br><br>Ongoing | KV<br>SLT | All pupils will feel heard and their voice valued within the HTSJ community. |
| Ensure the physical environment is accessible to all | Site staff and Senior Leaders will conduct an annual accessibility audit and address any identified barriers. | Annually reviewed in Term 3 -<br>By July '29 | SLT<br>Site team – overseen by SBM | The school site is increasingly accessible for pupils, staff and visitors. |
| Information Access is in place for all | School will ensure that key school communications in available in alternative formats on request. | Ongoing | SLT | Parents and pupils can access information independently and effectively. |