



Accessibility plan 2026-2029

*Be Curious, Be Inspired, **Belong.***

At Holy Trinity, we want every pupil to grow into a curious thinker, an inspired learner, and a valued member of our school community. Our children will know they are seen, loved, and supported to thrive. They develop the character and confidence to show kindness, courage, respect, responsibility, perseverance, and togetherness. Through exploring new ideas and contributing positively to school life, our pupils flourish academically, socially, and spiritually as they prepare for life in today's Britain.

Matthew 19 verse 14

"Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

Our School Values

- Kindness
- Courage
- Respect
- Responsibility
- Perseverance
- Togetherness

Next review due by:

January 2029

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1. Aims

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

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.

At Holy Trinity Primary School, we aim to advance equality of opportunity. Through our shared values of koinonia, love, honesty, forgiveness, dedication and courage, we seek to embrace and celebrate all. To ensure inclusivity, we seek to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without and to remove or minimise disadvantages suffered by people with identified disabilities. We take steps to meet the needs of children so that they can participate in the school's curriculum and wider opportunities to promote cultural capital. It is important for us that all children play a full role in the life of the school. Therefore, we also seek to improve the physical environment of our school to increase access for children and visitors with disabilities. We take care to improve the delivery of our information to children with disabilities and their parents / carers. The plan will be made available online on the school website, and paper copies are available upon request. It should be read in conjunction with our schools' other policies and procedures.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

In line with Staffordshire County Council's Accessibility Strategy, we make reasonable adjustments to ensure that children with disabilities are not disadvantaged and are enabled to participate in education. We also ensure better access for children with disabilities and seek to improve our offer over time. (Equality Act, 2010).

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and the governing board.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

3. Audit – Baseline 2026

Curriculum:

- Our school offers a differentiated curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with disabilities
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils
- Information obtained on future pupils to facilitate advanced planning is gathered from previous settings, including home, and visits are taken, where appropriate.
- Well established procedures for the identification and support of pupils with Special Educational Needs and Disabilities.
- Detailed pupil information on SEND pupils given to relevant staff
- All SEND pupils have their own personalised learning plan (Pupil Passport) with pupils and parents involved in target setting
- Termly whole school pupil progress meetings with Head teacher and class team and with information shared and discussed with SENDCO.
- Close working relationships with external agencies established (e.g. Educational Psychologist, Fountains Outreach, Play Therapist)
- Speech and Language therapist on site with caseload of children and offering advice to classroom practitioners.
- Fizzy hands sessions for coordination development.
- SEND Friendly Classrooms with visual timetables
- Signs with photographs, pictures or symbols where appropriate.
- Use of sign language for Lord's prayer and during singing sessions.
- Access to specialist resources to support specific needs e.g. writing slopes, pencil grips, coloured paper and overlays, iPad with communication App.
- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of amanuensis, large print papers if necessary).
- High quality curriculum to enable all pupils to feel secure and make progress.
- Learning Support Assistants and Teaching Assistants deployed to implement specific literacy, numeracy, speech & language and emotional support programmes.
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for pupils with a high level of need.
- Toilet training.
- Lunch time arrangements including a quieter space for children with additional needs to support this time of the day.

Physical Environment:

- Our playground is accessible for wheelchairs
- Downstairs building is accessible for wheelchairs
- Disabled toilet and provision for nappy changing
- Corridor lighting to support visual impairment
- The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Other facilities / provision, including access to information

- 'Can do' ethos and positive approach.
- Open door policy
- Health care plans
- Many staff are Epi-pen trained
- Staff who are trained in diabetes administration of insulin
- Teaching staff experienced and trained to support children with Autistic Spectrum Conditions.
- Staff training led by SENDCO, includes training for trainee teachers and support staff
- Letters available at request in large print.

Provision of information to pupils with a disability:

- Learning has a multisensory approach with information chunked to ease access and key facts highlighted and shared on the google drive.
- Review meetings, parent's evenings and meetings with external agencies as required.
- The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.
- Enhanced transition arrangements for children with an identified additional need or disability within school and when transferring to secondary school.

4. Action plan

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

Aim	Actions	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that the Accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	Ongoing	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	Ongoing	
To ensure any child recovering from a serious medical condition has minimal risk of contracting infections.	Parents to be reminded of need to inform school about infections that might cause problems.	Child continues to make good recovery.	When necessary	
CURRICULUM				
To offer a differentiated curriculum for all pupils with reasonable adjustments made tailored to the needs of children who require support to access the curriculum or resources.	SENDCO to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	Ongoing	
To ensure curriculum and resources include examples of people with disabilities.	Raise awareness within school community and promote role models with disabilities	Staff and children show empathy with differing disabilities.	Ongoing	
To continue to track curriculum progress for all pupils, including those with a disability and to use this to inform appropriately ambitious target setting.	Train staff to enable them to meet the needs of children with a range of identified SEND	Staff are able to offer appropriate challenge for all children.	Ongoing	

PHYSICAL ENVIRONMENT				
To ensure, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Focus on access to rooms and resources. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	Ongoing	
DELIVERY OF INFORMATION				
To use a range of communication methods to make sure information is accessible.	Review use of internal signage, pictorial and symbolic representations and large print resources. Promote use of British Sign Language.	Provision of accessible and alternative information formats as required.	Annually	

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCO, Tracy Hoskins and the Head Teacher, Nicola Oliphant.

It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy