



HOLY TRINITY PRIMARY SCHOOL
Bradley Stoke

Rooted in Christ, growing together

ACCESSIBILITY PLAN

Date May 2024

Author/Person Responsible	<i>Stuart McClelland</i>
Date of Ratification	
Review Group	<i>Pupils and Curriculum Committee</i>
Ratification Group	<i>Full Governing Body</i>
Review Frequency	
Review Date	
Previous Review Amendments/Notes	
Related Policies Attendance Children with health needs who cannot attend school; Complaints; Confidentiality; Data protection; Educational Visits; Equality Grievances;	Health and Safety; Child-on-child abuse Racist incidents; Restraint; Special educational needs and disability; Staff discipline, conduct and grievance (procedures for addressing) Supporting pupils with medical conditions and Whistle-Blowing
Chair of Governor's Signature	<i>Stephen King</i>

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:		DATE:	
EIA CARRIED OUT BY:		EIA APPROVED BY:	

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	None	7.1.1.1.1.1.1 None
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	None	None
Gender reassignment	None	None
Marriage and civil partnership	None	7.1.1.1.1.1.2 None
Pregnancy and maternity	None	7.1.1.1.1.1.3 None
Race	None	None

Religion and belief (practices of worship, religious or cultural observance, including non-belief)	7.1.1.1.1.4 <i>None</i>	7.1.1.1.1.5 <i>None</i>
Gender identity	None	7.1.1.1.1.6 <i>None</i>
Sexual orientation	None	7.1.1.1.1.7 <i>None</i>

Any adverse impacts are explored in a Full Impact Assessment.

The school and governors are committed to the safekeeping of all children who attend the school, and recognise their responsibility for Child protection.

As a Christian school we recognise the call to meet together to stir up one another to love, good works and to encourage one another.

7.1.2 Ephesians 3:17-18 (NIV)

“And I pray that you, being rooted and established in love, may have power, together with all the Lord’s holy people, to grasp how wide and long and high and deep is the love of Christ...”

This policy must be read in conjunction with the School’s Values:

Respect, Peace, Generosity, Justice, Resilience, Thankfulness

ACCESSIBILITY PLAN 2022-2026

The Governors, Management and Staff at Holy Trinity Primary School are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness and inclusion. We regularly review the accessibility needs of all members of our school community and respond to any additional accessibility needs as they arise.

The Governors and Management are aware of our general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

And in addition, the need to take into account Section 100 of the Children and Families Act 2014 which places a duty on governing bodies to make arrangements for supporting pupils at their school with medical conditions.

With this in mind this Accessibility Plan has been drawn up in consultation with parents, staff and governors of the school and covers the period from May 2022 – April 2026.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion.

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as all other pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame

Accessibility Plan 2022 - 2026

1 Increase accessibility to the curriculum for disabled pupils

Targets	Strategies	Timescale	Responsibility	Success Criteria
Liaise with Pre-schools/Nurseries to review intake.	Identification of pupils who may need additional or different provision.	From Summer 2022 and ongoing	EYFS leader / INCO	Procedures and equipment are in place as required.
Improve awareness of disability	Special Assemblies linked to National Days to support awareness for all children and staff	From Summer 2022 and ongoing	HT / INCO	Assemblies and lessons Increase pupil understanding of specific disabilities
To evaluate and plan for future needs. Governors to evaluate the impact of the plan and plan for the future.	Annual review of this plan taking into account the changing needs of the school population.	May 2023 and annually	F & R committee	New plan developed with the future needs of pupils taken into consideration.

2 Improve the physical environment of the school for the benefit of all children and adults

Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve the pond area to make it more accessible for all pupils	Ensure that the areas around the pond and in the forest schools area have been sufficiently cleared and clearly marked so that all can navigate safely.	Evaluation of the area 2022. Remedial works beginning 2023	Forest schools leader, HT.	All children can access and safely enjoy the forest schools area on a regular basis.
Ensure car park access for those requiring a space	Put up signage to say that school parking is only available for people with disabilities. Remind parents/carers of this regularly in newsletters.	Ongoing	HT/ DHT	Those adults who need a nearby parking space can easily access one.
Ensure that all classrooms meet the sensory needs of all learners.	Training for teachers on appropriate teaching strategies. Simplifying of displays etc. in the classroom to avoid over stimulation.	Ongoing	HT/ INCO/ DHT	All classrooms have a calm and focused atmosphere.