

**Holy Trinity Roman Catholic Academy Boundary Road
Newark NG24 4AU**



ACCESSIBILITY PLAN 2025-27

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**POLICIES & PROCEDURES
DOCUMENT CONTROL SYSTEM**

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Holy Trinity Catholic Voluntary Academy

Mission Statement



"In every child there is a space only God can fill"

St Thomas Aquinas

At our school we continually strive to develop the full potential of the school community in an environment permeated by the Catholic Faith and promoting Gospel values.

At the heart of our mission is the family, school and parish, each supporting and working in mutual co-operation for the benefit of the children.

We are seeking to enrich the lives entrusted in our care through a broad and balanced curriculum designed to meet the needs of each pupil.

The school provides opportunities for young children to develop spiritually, morally, intellectually, physically and emotionally, and share their qualities, abilities and ambitions thus fulfilling individual potential.

As a worshipping community we respect all people and create a loving, caring atmosphere which overflows into an ethos of warmth and welcome towards parents, parish and the local community

ACCESSIBILITY PLAN

Statement of Intent

This plan outlines the ongoing commitment of the governing body of Holy Trinity Catholic Voluntary Academy to ensure equal access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
 - Employees
 - Governors
 - External partners
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ACCESSIBILITY AUDIT

Current Good practice:

Considerations	Issues Identified
1 CURRICULUM 1.1 Is everyone made to feel welcome including those with physical disabilities or sensory impairments?	Inclusive welcoming environment for all pupils, irrespective of any disability Any access needs regarding disability is included regularly in newsletters and other letters where visitors are invited into the school
1.2 Are there high expectations of all pupils?	High expectations in place for all pupils, all pupils are included in all aspects of the curriculum and school life
1.3 Do staff, governors and pupils share a philosophy of inclusion?	Yes through various policy documents including: the school SEND policy, behaviour management policy, educational visits policy, equality policy etc
1.4 Are pupils equally valued?	Yes, policy reflects practice – Pupil Voice interviews take place during the year and include representation from all groups of pupils. A wide range of pupils are included in a wide variety of pupil led responsibilities such as School council, Chaplaincy team, Take 5 Ambassadors, Respect Rangers, Peer Mentors, Eco Team etc
1.5 Do staff seek to remove all barriers to learning and participation?	Yes – as evident through the Behaviour Policy, SEND policy, PPG spend etc.
1.6 Are lessons made accessible to all students?	Yes – staff adapt learning according to need and reasonable adjustments are made to the curriculum where needed.
1.7 Do you make the best use of classroom assistants?	Yes. TA deployment reviewed regularly by the SENCO and SLT, TAs attend staff meetings as required and all training days. TAs also attend external training and hold regular internal meetings.

Considerations	Issues Identified
2 STAFF TRAINING 2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes All staff First Aid Trained, Intimate Care procedures in place in the EYFS where needed; PEEP Fire Evacuation plans updated; Individual health care Plans in place; Regular meetings between SENCO and other agencies to review provision and improve where needed
2.2 Do you ensure that teachers and TAs have the necessary training to teach and support disabled pupils?	Yes – through policies, meetings, liaison with external agencies as needed for advice and support. Liaison with Local Special School as needed.
2.3 Are your staff aware of how classrooms should be optimally organised for disabled pupils?	Classroom set up is reviewed in year groups to improve the Learning Environment for pupils with ADHD and ASD Overlays and IWB background colours are used for specific needs Suitable deployment of TAs and differentiated curriculum provision in place to support identified pupils Individual Health Care plans or Pupil Passports address learning environment issues where needed
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of student needs and abilities?	Yes, teachers and TAs hold discuss throughout the week in order to ensure that provision matches the range of needs of pupils within each class; regular termly pupil progress meetings and appraisal meetings, SEND reviews
3. PROVISION OF WRITTEN INFORMATION 3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?	All policy documents are available on the staffroom drive Pertinent policy documents are available to parents via the school website Parents are informed via the newsletters, SEND Report on the website, other information via Class Dojo – eg if special access is needed due to disabilities etc prior to events that parents are invited to. All forms of communication can be increased in size if required, different coloured backgrounds or translated if required. Class Dojo provides a translate facility that is used by parents who require it.

Considerations	Issues Identified
3.3 Do you provide access to computer technology appropriate for students with disabilities?	Pupils who need access to technology to support their learning do so when needed; the school has sufficient laptops, ipads and desktops to facilitate this, students who require technology to support SATs test are given this where needed and where this is identified on their Pupil Passport
3.4 Do you ensure that information is presented to groups in a way which is user friendly for pupils with disabilities which affect their vision eg by reading aloud overhead projections and describing diagrams?	Yes – children who need them use coloured overlay and staff use the correct colour as a background on their Smartboard slides, larger texts, use of smaller whiteboards or use of laptops are in place when needed to support pupils' learning
3.5 Do you have the facilities to produce written information in a variety of font sizes?	Yes, if required
3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from 105 Judd Street, London WC1H 9NE or www.rnib.org.uk)	Not appropriate at the present time
4. THE PHYSICAL ENVIRONMENT (Consider all the areas to which pupils should have access including all academic, sporting, play, social facilities; these would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.)	
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils to use wheelchairs?	No, all access to the school building is suitable for wheelchairs
4.3 Are there safe pathways of travel around the school site and parking arrangements?	Yes, the Site Manager acts as Car Park attendant. Whilst there is no direct pedestrian access to the school grounds, the Site Manager creates a walk way with cones and can reserve a Disabled Parking space/more conveniently located parking space for any visitors who require this.

Considerations	Issues Identified
4.4 Is there any décor which may be confusing or disorientating for disabled pupils with visual impairment, for example floors and walls which are the same colour?	No
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?	No
4.6 Is there accessible storage to enable disabled pupils to access aids and equipment?	Yes – adaptations made to disabled toilet, however some further improvements need to be made to this room in terms of storage of lost property
4.7 Are there arrangements which might prevent the inclusion of people with disabilities affecting their hearing including rooms with poor acoustics and noisy equipment?	Yes – provision adapted whenever required, not applicable at present
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?	No – this would be a barrier if there were pupils in the school who would need this. If that situation arose, the school would address it, at that point
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	Yes – the evacuation system also includes lights in areas of the school which flash when the emergency alarm is activated.

Planning Duty 1

IMPROVING ACCESS TO THE CURRICULUM

	Area to Develop and how?	Who?	When?	Success Criteria
Short term	<p>To improve progress rates amongst SEN/D pupils, especially in Phonics at EYFS and KS1 and Reading across the school</p> <p>-Ensure all lessons are effectively adapted and follow the Little Wandle programme</p> <p>-Ensure full staff training for new programme, with Reading Leader support</p> <p>-Review of TA deployment</p>	<p>KS1 and Lower KS2 staff</p> <p>SENCO</p> <p>SLT/HT</p>	<p>Sept 2025 - 2027</p>	<p>Increased % of pupils achieving the Phonics Screening Check</p> <p>Increased outcomes end of EYFS</p>
	<p>To ensure the Equality Objectives are identified and linked to the School Development Plan and are published within the Equality Policy on the school website</p>	<p>SLT/HT/Governors</p>	<p>Sept 2025 – Dec 2027</p>	<p>The SDP ensures that all pupils have equal access to the curriculum</p>
	<p>To continue to ensure staff are trained in Attachment and Trauma practices to ensure inclusivity, ensure suspensions are rare and that appropriate strategies support those with the greatest need</p>	<p>All teaching staff and teaching assistants</p>	<p>Sept 2025-27</p>	<p>Implementation of strategies</p> <p>Maintain rare suspension rate</p>
	<p>Ensure that all extra-curricular activities are inclusive,</p>	<p>All staff</p>	<p>Ongoing</p>	<p>All children have equal access to</p>

	<p>including equal access to extra curricular provision, educational visits, sporting activities and the PE curriculum, including swimming lessons</p> <p>-Review Risk Assessments to ensure that these cater for pupils with particular needs</p> <p>-Individual Health Care Plans or Pupil Passports and EHCPs detail specific need accordingly and support staff in how to ensure equal access to extra-curricular and curricular activities</p> <p>-Seek advice from Sports Coaches if required</p> <p>-Seek support from parents</p> <p>-Ensure that all staff prioritise and plan for inclusion for all pupils in all activities</p>			curricular and extra curricular activities and visits
	Review of SEND adaptations across the curriculum; in each subject to ensure that they meet the needs of all learners			

Planning Duty 2

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT				
	Area to develop and how?	Who	When	Success Criteria
Short Term	Ensure that all visitors have quality of access to the building for school events, such as assemblies, performances, productions, meetings etc -Letters to parents request special access arrangements so all can be welcomed	All visitors	Ongoing	Include in messages on Class Dojo and all letters from all staff regarding events, should any visitor need specific requirements regarding access to contact the school office
	Improve outdoor provision, especially in the Nursery to increase accessibility to more outdoor areas for all pupils and increase the use of the outdoor space Re-location of Nursery adjacent to F2 classroom	All pupils	2025 onwards	Nursery Outdoor area use is maximised by all children
	Re-location of other KS1 classrooms in order to provide continuous provision more effectively into Y1 and if needed Enhanced Provision; Attend Enhanced Provision training Update profiles and provision maps	KS1 SEND pupils	Jan 2025 onwards	Classroom environments meet the needs of all pupils leading to greater levels of regulation amongst SEND pupils

Medium term	Ensure that the learning environment is accessible for all children	Targeted pupil /s	Ongoing	H&S Inspection and Fire Safety Inspection outcomes to be monitored regularly by the Governing Body/OLOL CMAT
Long term	To ensure that the physical environment continues to be accessible for all pupils and employees via Governor Health and Safety audits, dialogue with staff and Building Improvement planning	HT and Governing Body	Ongoing	The school building and physical environment will be kept in a good state of repair and regular checks on access will ensure that it is suitable for all. Asbestos management and other health & safety requirements are updated annually

Planning Duty 3

IMPROVING ACCESS TO INFORMATION:

	Area to develop and how?	Who	When	Success Criteria
Short term	Ensure that all parents / stakeholders are aware of the plan and that their views are valued; ensure that all stakeholders are aware that if any special access arrangements are needed that the school will adapt accordingly Ensure that all information sent to stakeholders is written in a suitably sized and legible font	All stakeholders HT	Ongoing	All views regarding access are taken into consideration and valued
Medium	To respond to any feedback gained from	HT/SLT	2025-7	Any feedback regarding access arrangements and

term	the Short Term objective and respond accordingly Ensure website information is legible for all and accessible	Governors SENCO		information has been responded to
Long term	Other agencies are involved in supporting the school in the production of information that might need producing for visually impaired stakeholders etc	HT Governors SENCO	2025 onwards Or as needed	All information is produced in a format for all stakeholders to access easily

Monitoring and Evaluation:

This Accessibility Plan will be reviewed annually by the Local Governing Body

APPENDIX 1

ACRONYMS

Acronym	Meaning	Description
EYFS	Early Years Foundation Stage	Pre-school settings, nurseries and in schools, the Reception Class 0-5
KS1	Key Stage 1	Years 1 - 2
KS2	Key Stage 2	Years 3 - 6
GLD	Good Level of Development	Applied to children who achieved the expected standard at the end of the Early Years Foundation Stage, across all of their areas of learning
FSM	Free School Meals	
EAL	English as an Additional Language	
PPG	Pupil Premium Grant	
SEN/D	Special Educational Needs and/or Disabilities	
SENCO	Special Educational Needs coordinator	
DfE	Department for Education	
SLT	Senior Leadership Team	
TA	Teaching Assistant	