



Accessibility Policy

Name of policy	Accessibility Policy
Date approved	November 2020
Date to be reviewed	September 2023

Consultation

The following people have been involved in reviewing our Accessibility policy and plan:

- The responsible body for the school (governors, trustees, etc)
- Senior leadership of the school
- Teaching staff
- Parents
- Young people
- Others _____

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. This specifies that schools must not discriminate against a pupil because of a disability.

Principles

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

The School is committed to making reasonable adjustments to its curriculum, environment and day-to-day running, in order to remove the barriers faced by children with disabilities. This is so that children with disabilities can participate in, and benefit from, educational activities to the same extent as children who are not disabled. The school recognises that, although some children with disabilities will have an Education, Health and Care Plan (EHCP), many will not.

With this in mind, the Accessibility Policy and Plan sets out the proposals of the Governing Body of Trinity Academy to increase access to education for disabled pupils by aiming to:

- Increase the extent to which students with disabilities can **participate in the curriculum**
- Improve the **physical environment** of the School to increase the extent to which disabled students can take advantage of education and associated services
- Improve the **delivery of information** which is provided in writing for pupils who are not disabled. Including information regarding access to support and services relevant to students with disabilities.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Definition of Disability:

Disability has a broad meaning. It is defined in The 2010 Equalities Act as a physical or mental impairment which has a substantial and long term adverse effect on the ability to carry out normal day-to-day activities. 'Substantial' is defined as 'more than minor' or 'trivial'. The definition covers a large group of children and includes physical disabilities, hidden disabilities as well as mental health conditions (such as bipolar disorder or depression), learning difficulties (such as dyslexia), learning disabilities (such as autism and Down's syndrome), sensory impairments (for example affecting sight or hearing) and long term health conditions (such as asthma, diabetes, epilepsy and cancer).

The School's Context:

We are a brand new Secondary School which opened in September 2019. When the first students were admitted to Year 7 in September 2019, the building works for the main school building got underway. The school will therefore be in temporary accommodation for at least the first two years. The temporary accommodation will be located on the Stoke Park Primary School site (SPP). The pupil entrance is via Romney Avenue and currently is only accessible via a flight of steps.

The staff and visitor entrance to the school is a temporary entrance, through the SPP main entrance and office. This is a level entrance from the car park and visitors can be greeted from the office reception window. A car parking space has been designated for disabled people in the car park with the correct markings. The route from the car park to the main entrance is mostly level, however parts are on a slight incline and some areas have a temporary gravelled surface rather than tarmac.

External and internal ramp access is available around most areas of the school site, but internally, not all areas of the building are fully DDA compliant and/or accessible due to both steps and the gradient of the ramps. In particular the main corridor ramp that connects the Secondary area of the building to the shared entrance, the school hall and dining room. Some, but not all of the stairs have handrails. There is a shower room on site and two disabled toilets. The fire evacuation system has visual and auditory signals for evacuation. The school currently has two upstairs classrooms in temporary portacabin accommodation that have no lift access.

Due to Covid 19 it is likely that the opening of the new building will be delayed. We are therefore planning a second temporary site on the former Council Day Centre site, which is a 5 minute walk up Romney Avenue towards Gainsborough Square. Whilst the new building has been designed to be built as fully DDA compliant with all the necessary accessibility requirements, the new temporary site, along with the existing temporary site, will not be.

Access to the Curriculum

Trinity Academy is committed to making the school curriculum accessible for all its pupils. The school may make reasonable adjustments to teaching in order to give greater access to the curriculum. The School's SEND team, supported by the leadership team, will regularly review the provision in place for children who face barriers to learning due to a disability. Provisions to improve curriculum access will always vary between individuals, but may include:

- Adjusting class seating plans – for example to support a child with a hearing impairment
- In-class or out-of-class support, with a Learning Support Assistant
- The preparation of learning resources – for example adapting handouts to support a child with a visual impairment
- Identifying and applying for access arrangements for public examinations
- Small-group intervention in specific subject areas
- Allowing the use of a laptop in class to support note taking – although any child using this provision will need to show suitable competency in word processing.

The School also recognises that some children may struggle to access the curriculum as a result of extremely low literacy and numeracy levels or cognitive processing issues. Often it is

difficult to attribute such characteristics to an underlying disability. Regardless, the School will aim to provide specific support in order to reduce difficulties these children may have in accessing the curriculum. To this end, the School will:

- Make every effort to identify children early – through very low Key Stage 2 scores, or very low aptitude or summative assessment scores
- Put in place a plan to improve numeracy and literacy. This may include access to a Catch-Up Curriculum – where basic literacy and numeracy is taught alongside the standard curriculum
- Monitor any improvements made and adjust the provision as necessary.

Access to the Environment

Trinity Academy is committed to ensuring that the school environment, including its temporary accommodation at Stoke Park Primary School, is accessible for all students and staff who use it. The School will make any reasonable adjustments necessary to the physical environment to ensure accessibility for disabled members of the school community. This will include:

- Making reasonable adjustments following advice and guidance provided by specialist agencies to ensure access for disabled students e.g. Sensory Support advising on necessary changes to support visually impaired students
- Considering provision of auxiliary aids to ensure disabled students are not placed at a substantial disadvantage in comparison to pupils who are not disabled for access to the school's environment e.g. purchase of coloured overlays for pupils with visual stress difficulties.

Access to Information

Trinity Academy is committed to ensuring that the information is accessible for all students and parents/ carers. The school will make any reasonable adjustments necessary to the information created to ensure accessibility for disabled members of the school community. This may include:

- Providing accessible information for disabled students and their parents/ carers – for example, modifying written information into larger fonts or braille format for visually impaired pupils
- Where reasonable, respond to parent/ carer requests to provide information in alternative formats to written English

Current strengths of the school in working with disabled pupils:

- Parents meetings, transition and open day visits prior to pupil starting to gather information about pupils' medical, physical and mental health needs
- On entry assessments and/or specific screening to identify any additional needs
- All pupils are given the opportunity to go on school trips and camps

- SEN/D training is incorporated into the continuing professional development of staff
- The curriculum is differentiated to meet the needs of all pupils and offers a wider curriculum experience of music and the arts
- Bristol Send Support Plans are used and are reviewed and monitored regularly
- Good relationships with outside agencies such as the Sensory Support Team, BAT, our link Educational Psychologist and Speech and Language Therapist
- The school has a designated disabled parking space in the school car park
- We have a clear policy on the administration of medicines, with staff appropriately trained to administer epipens, supervise asthma inhalers, emergency meds for epilepsy, etc.
- Where appropriate IT software is used to support learning
- Disability access requirements are met in any new building project
- Individual pupils risk assessments are in place, as and when required
- Positive attitudes promoted through our curriculum as well as through assemblies and visitors to the school

Policies Linked to the Accessibility Policy

- CST Special Educational Needs & Disability (SEND) Policy

Monitoring and Review

The school will review this policy annually at the start of the new Academy and then bi-annually once embedded, assessing its implementation and effectiveness. The policy will be promoted and implemented throughout the School.

Our Accessibility plan will be made available to interested parties through publication on our website.

Equality Act 2010 Statutory Requirement	Action	Cost	Time- frame	Expected Outcome	
Support to schools in meeting their statutory duties (including Equality Act 2010, Schedule 10)	Policies and records	The school will make itself aware of the services available for converting written information into alternative formats so that policies and records can be made available in alternative formats when specifically requested.	Cost of producing information in required formats	When needed	Access to information for individual children/parents/carers is not limited.
	Consultation	The school will keep children/parents and carers informed of curriculum developments and policy changes, where appropriate the school will consult with them on any changes to provision.	N/A	On-going	
Increasing the extent to which disabled pupils can participate in the schools' curriculum	Learning and planning	SLT to monitor the provision of Quality First Teaching to ensure that lessons are planned to meet the needs of all pupils.	SLT time	On-going	Increased access to the curriculum for all learners.
		SLT and SEN Governor to audit the current interventions and review the curriculum offer made available to all pupils. Ensure teachers and teaching assistants have the necessary training to teach and support disabled pupils. Training needs will be identified through professional development discussions and external agency recommendations to meet the specific needs of pupils	SENCO/SEN ND Gov time Cost of appropriate training	On-going On-going	Staff confident in teaching and supporting specific disabled pupils
	Learning environment	Ensure all pupils with physical disabilities have access to all aspects of the curriculum - all appropriate staff take part in manual handling training, so that additional physical	Team Teach training cost	Spring 2021	Staff confident in supporting disabled pupils especially if they require assistance with movement

		<p>support is available when needed</p> <p>All school trips and visits need to be accessible to all pupils - ensure venues and means of transport are suitable to meet the needs of all pupils. Where possible provide additional adult support for pupils.</p> <p>Review PE curriculum to ensure PE is accessible to all pupils, where possible provide additional adult support for pupils if it is felt this will increase access to the PE curriculum.</p>	<p>Cost of additional adult support</p> <p>Cost of additional adult support</p>	<p>On-going</p> <p>On-going</p>	<p>Risk assessments completed. All pupils able to access planned off site activity.</p> <p>All pupils to access PE lessons/activities</p>
<p>Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools.</p>	<p>Anticipating adjustments</p>	<p>Audit of physical environment</p> <p>The new school site will be fully DDA compliant</p>	<p>Cost for specialist advice/audit of school site</p> <p>Governor/SLT/SENCO time to review new build requirements for SEND department</p>	<p>Spring 2020</p> <p>On-going</p>	<p>School is aware of accessibility barriers to its temporary physical environment, and will make a plan to address them if they are financially viable.</p>
	<p>Environmental</p>	<p>Ensure pathways of travel around the school site and parking arrangements are safe, routes logical and well signed. Premises inspections and Health and Safety Committee to carry out a termly walk through with feedback given to all staff.</p> <p>Maintain safe access for all people, particularly those with a visual impairment by ensuring</p>	<p>Cost of any replacement signs/equipment</p> <p>Cost to re-paint steps etc</p>	<p>On-going</p> <p>On-going</p>	<p>The school site is a safe place for all pupils</p> <p>Safe movement on steps</p>

		that contrasting edgings on all stairs and outdoor steps are visible and by checking all exterior lighting is working correctly. To be monitored by the Caretaker and the Health and Safety Committee.			
Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	Access to school information	Staff will be aware of services available to Disabled pupils. All pupils including disabled pupils will have access to information around the site through the use of appropriate signage. Visual aids will be used if needed, as well as other resources such as checklists and task management boards to break down information so that it is more accessible.	Cost of new or replacement signage if and when needed (e.g. braille). Cost of specific resources such as colour over-lays or specific software.	On-going	All information is accessible to all pupils.