



Accessibility Policy

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| Name of policy | Accessibility Policy |
| Date approved | November 2023 |
| Date to be reviewed | September 2026 |

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 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).

1. The School's Context:

The school opened in 2019 originally housed in temporary accommodation while the current school building was constructed. The new school building opened in September 2021, designed by BDP and built by Skanska. As a new building, it was subject to the latest statutory requirements for disabled members of the community.

2. British Values at Trinity Academy

The DfE have reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs'. This should happen in the context of a wider Spiritual, Moral, Social and Cultural (SMSC) provision through which the school should;

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people;
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

At Trinity Academy we see our community as a microcosm of British Society; of mixed ability, socioeconomic status, gender, race and those of different faiths and of no faith. We actively promote British Values through our acts of whole school collective worship, structured tutor time, our House structure and in our curriculum. We also ensure that our broad and balanced curricular and co-curricular design allows students to explore these values in many different contexts.

3. Access to the Curriculum

Trinity Academy is committed to ensuring that the school curriculum is accessible for all pupils. We will endeavour to make reasonable adjustments to provide a safe and secure environment for all students to access the curriculum. In line with the Teacher's Standards framework (2011) we make the education of pupils our first concern. We are accountable for achieving the highest possible standards in work and conduct. We act with honesty and integrity; have strong subject

knowledge, keep our knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of our pupils.

We endeavour to:

- Adapt teaching to the needs of our pupils
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these .
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

We will endeavour to:

- Offer modern curriculum pathways and support networks which address the needs of learners, based on ability not age, tradition or government initiatives.
- Create a seamless transition from KS2-KS3 by working closely with our partner schools at associated levels in curricular delivery, opportunity and learning pedagogy.
- Identify early, through the use of data and observations, those students needing support at classroom, subject and whole school level.
- Use a range of inclusive strategies (including use of ICT) to promote access to the curriculum.
- Evaluate the outcomes of our current provisions and the value for money it provides (including the use of Pupil Premium Grant and Catch Up Premium Grant).
- Ensure teaching and support staff are provided with opportunities for Professional Development to enhance curriculum and teaching provisions.
- Keep parents and careers informed of curriculum developments and change.

Monitoring:

Access to curriculum will be monitored by the SENDCO and findings reported to LGB via SEND Governor.

4. Access to the Environment

Trinity Academy is committed to ensuring that the school environment is accessible for all pupils and staff who use it. The school will endeavour to make the reasonable adjustments necessary to the physical environment to ensure accessibility for disabled members of the school community.

We will:

- Maintain current systems in place to support access to the environment e.g. lift system, handrails, adjustable desks.
- We will endeavour to make reasonable adjustments following advice and guidance provided by specialist agencies to ensure access for disabled pupils e.g. Sensory Support advising on necessary changes to support Sensory Impaired students.
- Consider provision of auxiliary aids to ensure disabled pupils are not placed at a substantial disadvantage in comparison to pupils who are not disabled for access to the school's environment.
- Liaise with primary schools, parents/carers and specialist agencies to ensure disabled pupils have appropriate access to facilities to meet the needs of their disability e.g. providing access to appropriate spaces for pupils with medical needs to self-medicate.
- Access to the environment will be monitored by the SENDCO and findings reported to LGB via SEND Governor.

5. Access to Information

Trinity Academy is committed to ensuring that information is accessible for all members of the school community. The school will endeavour to make any reasonable adjustments necessary to the information created to ensure accessibility for all members of the school community.

We will:

- Provide accessible information for all pupils and their parents/carers
- Provide appropriate mediation of information to ensure access for pupils
- Where reasonable, respond to parent/carer requests to provide information in alternative formats to written English
- Use appropriate and identified forms of communication to disseminate information to parents/carers e.g. email, telephone, written communication.
- Access to information will be monitored by the Senior Leadership Team and the SENDCO with findings reported to LGB.

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
- SEND 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 spaces 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
- 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

This Plan will be reviewed at the end of the three year cycle stated on the front of the plan.

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 | |
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| 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 | <p>SLT to monitor the provision of Quality First Teaching to ensure that lessons are planned to meet the needs of all pupils.</p> <p>SLT and SEN Governor to audit the current interventions and review the curriculum offer made available to all pupils.</p> <p>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</p> | <p>SLT time</p> <p>SENCO/SEN ND Gov time</p> <p>Cost of appropriate training</p> | <p>On-going</p> <p>On-going</p> <p>On-going</p> | <p>Increased access to the curriculum for all learners.</p> <p>Staff confident in teaching and supporting specific disabled pupils</p> |
| | 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 |

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| | | <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> |

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| | | 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. |