



EMMANUEL
SCHOOLS FOUNDATION

Trinity Academy



Accessibility Plan

September 2016 – 2019



Last review: July 2016
Principal Approval: July 2016
Next review: July 2019

Accessibility Plan

Mission Statement and Core Values

The vision of Trinity Academy is to provide a centre of academic excellence where all students and staff have the opportunity to work hard to achieve their personal best.

Our mission, therefore, is to encourage personal, moral and spiritual development within a Christian framework.

To create a disciplined, sensitive environment where everyone is equally valued.

Core Values

We aspire, whether we be students or staff, that all of our work will be characterised by the following values:

Honourable Purpose

We aim to be positive in everything, doing what is good and aiming to benefit others as well as ourselves.

Humility

We seek to do our personal best without bragging and to encourage others to achieve their best without being critical or jealous of their efforts.

Compassion

We care for those who are in difficulty and who are hurting, recognising that the world does not exist for us alone.

Integrity

We can be trusted to be honest and truthful, to say what we mean and to do what we say.

Accountability

We recognise that having the freedom to express ourselves means we must also accept responsibility for our words, thoughts and actions.

Courage

We aim to do what is right, whatever the cost; we stand up for the weak, whatever the danger; we face our fears and find ways of defeating them.

Determination

We know that hard work and the refusal to give up are essential if we are to achieve anything worthwhile

Academy's duties around accessibility for disabled students

This Accessibility Plan and accompanying documents forms part of the Disability Equality Scheme and sets out how the Academy provides equal opportunities for disabled people. By planning strategically to increase access, over time demonstrating how the school is:

- increasing the extent to which disabled students can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

According to the Equality Act 2010 a person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. The Equality Act 2010 replaced most of the Disability Discrimination Act 2001 (DDA) and brought together a range of equality duties and requirements under one piece of legislation. The definition of disabled can include a wide range of physical and mental impairments including learning difficulties; sensory impairments [effecting sight or hearing]; mental health conditions; communication impairments and medical needs such as cancer, HIV or multiple sclerosis.

Trinity Academy is committed to equal opportunities and inclusion. This strategy should be considered alongside the following Academy policy documents:

- Disability Equality Scheme
- Special Educational Needs Policy
- Equal Opportunities Policy
- Inclusion Policy

The three key duties under the Equality Act in relation to education are:

- Not to treat disabled students less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To publish and implement accessibility strategy to increase access to school education for disabled students

Participation in the Academy curriculum:

- The Academy SEND policy ensures that students who need support are identified and assessed through an APDR cycle [Assess, plan, do review] and suitable provision is identified and delivered to meet a range of disabilities and special educational needs. This process is managed by the Director of Inclusion, supported by the Inclusion Team, whom has strategic oversight of the additional resources are available.
- The Academy Pastoral Team, supported by the Inclusion Team, provide additional support for students' behaviour and access to learning. This is monitored through APDR cycles and support plans
- The Academy works closely with specialists services including:
 - ❖ Hearing Impaired Children's Service
 - ❖ Visual Impairment Advisory and Support Service
 - ❖ Occupational Therapists and Physiotherapists
 - ❖ Speech and Language Therapy
 - ❖ ACSETs [for students whom have a diagnosis of ASD]

Accessibility Action Plan and Audit

Access						
1. Improvement in access to the Curriculum	Issue	Action	Responsible	Timescale	Success Criteria	Monitoring Method: Who? How?
1.01	Ensure appropriate deployment of LSA staff.	Review needs of students and assign LSA staff to meet needs of student and using the staff expertise.	Director of Inclusion	As appropriate adjustments will be made	<ul style="list-style-type: none"> ○ Increased access to the curriculum. ○ Needs of all students met. ○ Support plans used 	Half-termly. SLT and SLG during lesson observations. Parental feedback.
1.02	Ensure high quality teaching, through CPD (including Differentiation, Use of LSA) for all to improve disabled students' access.	Deliver staff training with the Academy or to IL	Director of Inclusion/Vice Principal for Teaching and Learning	Regular programme of CPD is delivered	<ul style="list-style-type: none"> ○ Increased access to the curriculum. ○ Needs of all students met. ○ Support plans used 	Half-termly. SLT and SLG during lesson observations. Parental feedback
1.03	Appropriate use of specialised equipment to benefit individual students and staff.	Identified specialised equipment will be purchased and used where a need is identified by Physio, Occupational Therapist or other professional.	Director of Inclusion	As appropriate	<ul style="list-style-type: none"> ○ Increased access to the curriculum. ○ Needs of all students met. ○ Support plans used 	On-going Director of Inclusion
1.04	Appropriate use of coloured overlays to benefit students with visual impairments.	Appropriate coloured overlays will be used on IWB or for worksheets. Where necessary and appropriate adjustments will be made to internal and external environment.	Teachers	As appropriate but with yearly updates for new students	<ul style="list-style-type: none"> ○ Increased access to the curriculum. 	On-going Director of Inclusion Student feedback

					<ul style="list-style-type: none"> ○ Needs of all students met. ○ Support plans used 	
1.05	Increased staff awareness of disability issues by having regular staff training by SEN dept or outside agency.	Where need arises arrange for individual, groups or whole staff training in order to meet the needs of all students.	Director of Inclusion/Vice Principal for Teaching and Learning	As appropriate	<ul style="list-style-type: none"> ○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Needs of all students met. ○ Support plans used 	Half-termly. SLT and SLG during lesson observations. Parental feedback
1.06	Review the needs of students written in to behaviour policy	Consideration made during policy updates.	VP Behaviour/Director of Inclusion	As appropriate	<ul style="list-style-type: none"> ○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Needs of all students met. ○ Support plans used 	On-going VP Behaviour Student feedback Feedback from parents
1.07	Develop confidence in disabled students through the pastoral work.	Where appropriate arrange for pastoral intervention.	VP Behaviour/Director of Inclusion	As appropriate	<ul style="list-style-type: none"> ○ Increased understanding of student needs 	On-going VP Behaviour
1.08	Annual audit of student needs and staff training to meet those needs.	Complete audit at least yearly identifying needs of students and adjustments that need to be made.	Director of Inclusion/Vice Principal for Teaching and Learning	July – September each year	<ul style="list-style-type: none"> ○ Increased understanding of student needs ○ Increased access to the curriculum. 	SMT Annually

					<ul style="list-style-type: none"> ○ Needs of all students met. ○ Support plans used 	
1.09	Audit extra-curricular activities to ensure participation of disabled students.	Complete audit at least yearly identifying needs of students and adjustments that need to be made.	VP Ethos	November each year	<ul style="list-style-type: none"> ○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Needs of all students met. ○ Support plans used 	SMT Annually
1.10	Transition – ensure early sharing of information in order to make necessary adjustments.	Ensure attendance at Annual Review for students with Statements or EHC who will be making a transition to the Academy. Ensure staff at previous school are asked to identify any additional needs.	Director of Inclusion/Vice Principal for Teaching and Learning/Director of KS3	Between April-July attend annual review of SEN Y5 students whom are identified	<ul style="list-style-type: none"> ○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Needs of all students met. ○ Support plans used 	SMT Annually
1.11	All out of Academy activities / visits are planned to ensure the participation of the whole range of students	Risk assessments for out of schools visits need to identify any adjustments that need to be made.	All staff	As appropriate	<ul style="list-style-type: none"> ○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Needs of all students met. ○ Support plans used 	SMT On going.

1.12	Classrooms are organised to promote the participation and independence of all students.	Ensure teachers make adjustments to classroom in order to aid participation for instance with organisation of the furniture or seating of a particular student.	All staff	As appropriate to meet need	<ul style="list-style-type: none"> ○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Needs of all students met. ○ Support plans used 	<p>Half-termly.</p> <p>SLT and SLG during lesson observations.</p> <p>Parental feedback</p> <p>Student feedback</p>
2. Physical improvements to increase access to education and associated services	Issue	Action	Responsible	Timescale	Success Criteria	Monitoring Method: Who? How?
2.01	Access into the Academy and reception to be fully compliant	Designated disabled parking. Automatic doors fitted to main entrance are regularly maintained. Lifts fitted where necessary are regularly maintained. Clear route for disabled through Academy, allowing access to all areas.	Principal	On going	<ul style="list-style-type: none"> ○ The Academy is accessible to all ○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Needs of all students met. ○ Support plans used 	<p>Principal</p> <p>On going</p>
2.02	Maintain safe access around exterior of Academy	Ensure that pathways area kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Principal	On going	<ul style="list-style-type: none"> ○ Staff, students and visitors are safe ○ Increased understanding of student needs 	<p>Principal</p> <p>On going</p>

					<ul style="list-style-type: none"> ○ Increased access to the curriculum. ○ Needs of all students met. ○ Support plans used 	
2.03	Ensure appropriate staff receive updates on correct use of equipment and Evac Chairs.	<p>Regular training for staff on correct use of equipment by Physio and Occupational Therapy.</p> <p>Health and Safety updates on Evac Chair Evacuation Training and PEEPs arranged.</p>	<p>Building Services Manager [Evac and PEEPs]</p> <p>Director of Inclusion [Physio, OH]</p>	Yearly updates in September and as appropriate	<ul style="list-style-type: none"> ○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Needs of all students met. ○ Support plans used 	<p>SMT</p> <p>On-going</p>
2.04	Provision of wheelchair accessible toilets with changing facilities.	Maintain wheelchair accessible toilets on all floors in each building.	Principal	On going	<ul style="list-style-type: none"> ○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Needs of all students met. ○ Support plans used 	<p>Principal</p> <p>On going</p>
3. Improvements in the provision of information in a range of formats for disabled students	Issue	Action	Responsible	Timescale	Success Criteria	Monitoring Method: Who? How?

3.01	Consult with parents when necessary to provide information in the appropriate format.	The Academy will make itself aware of the services available for converting written information into alternative formats.	Reprographics and Audio Visual dept.	July 2015 or as need arises	○ All parents are able to access information	Principal On going
3.02	2. Make available Academy brochures, information for parents in alternative formats when specifically requested.	Review all current Academy publications and promote the availability in different formats when specifically requested.	As above	As above	○ All parents are able to access information	Principal On going
3.03	3 Improve signage to indicate access routes around school.	Signs clearly indicate disabled parking bays, lifts and wheelchair friendly routes around school. Provide access plan of building in reception area.	Principal	On going	○ All students and visitors are able to access the Academy	Principal On going