



Disability and Accessibility Plan

Person responsible:	Marnie Fisher (Deputy Head/ SENCo)
Committee responsible:	Children and Learning
Status:	Statutory
Review cycle:	Annual
Date adopted:	Autumn Term 2014
Reviewed:	Summer Term 2023
Date of next review:	Summer Term 2024
Published on website	Yes

"At Trinity Oaks C of E Primary School we have a due regard for our duties under the Equality Act 2010. We will ensure that we; eliminate discrimination, advance equality of opportunity and foster good relations in all areas of School life."

"We are committed to safeguarding and promoting the welfare of pupils and expect all staff and volunteers to share this commitment."

"The ethos of this School is to enable every child to learn and develop in a Christian environment; we ask all Parents of whatever faith to recognise and support this ethos and its importance to the School."

Trinity Oaks C of E Primary School has a strong commitment to all members of the local community.

This Disability and Accessibility Plan sets out our ability to accommodate staff, children and parents with disabilities and special needs.

CONTEXT

Trinity Oaks C of E Primary School is a new purpose built building.

There is disabled parking in the staff car park close to the school entrance.

All areas of the school are accessible by wheelchair.

There are disabled toilet facilities in different parts of the school for pupils and adults. There is also a room designed for showering and changing.

Door access/exit buttons and light switches are set at the correct height.

There is a hearing induction loop installed in the hall and a portable induction loop is available for other rooms.

IMPROVING ACCESS TO THE CURRICULUM

TARGET	ACTION	Person responsible	RESOURCES	TIMEFRAME	OUTCOMES
To ensure all areas of the curriculum are accessible to all children, regardless of their disability. In cases where a planned activity is not suitable an alternative will be offered.	Class Teacher will plan to overcome any barriers to learning.	Class Teacher	As identified	Ongoing SENCO/ Head Teacher Monitoring through termly Pupil progress meetings and Learning Walks	Children will have access to the differentiated learning opportunities.
Staff are confident in effectively supporting with a range of SEND needs.	Identify training needs and gaps for new and existing staff. Programme of quality INSET/ training for staff.	SENCO	As identified	Ongoing	Staff have a range of skills and strategies for supporting children with SEND. Children are effectively supported through the use of a range of strategies.

<p>To ensure that, should the need arise, reasonable and appropriate computer technology is made available to students with a disability, along with appropriate curriculum materials, auxiliary aids and services.</p>	<p>Termly the SENCo will review pupils who have a disability to identify how significant disadvantage can be avoided by utilising computer technology, auxiliary aids and services.</p>	<p>SENCo</p>	<p>As identified</p>	<p>Ongoing</p>	<p>Wherever reasonable, students with a disability have equal access to computer technology and are provided with curriculum materials, auxiliary aids or services to avoid or reduce significant disadvantage caused by their disability.</p>
<p>To ensure that provision is made for pupils using AAC device.</p>	<p>Staff training to be regularly updated. Class Teacher will plan regular use of the AAC device to access the curriculum.</p>	<p>SENCo / Class Teacher</p>	<p>As identified</p>	<p>Ongoing</p>	<p>Consistent use of AAC devices to participate in class discussion, remove barriers to learning and chat with peers and family.</p>
<p>To continue to develop the voice of disabled pupils and their</p>	<p>Teachers hold informal meetings termly to</p>	<p>SENCO/ Class Teacher</p>	<p>As identified</p>	<p>Ongoing</p>	<p>Consistent use of ASP as a collaborative document between parents, pupils and teachers.</p>

parents.	share ASP with parents and gain input from them. Teachers/ TAs update One Page Profiles Annually.				Consistent use of One Page Profile so that SEND pupil voice is heard.
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IMPROVING ACCESS TO INFORMATION

TARGET	ACTION	RESOURCES	Person responsible	TIMEFRAME	OUTCOMES
<p>To provide information in large print or Braille for pupils, parents/carers and staff who may have difficulties with standard forms of printed information.</p> <p>Provide signs in large print or tactile signs to make it possible for blind/partially sighted people to find their way to different parts of the school.</p>	<p>If there is a recognised need, create large print format documents.</p> <p>Use latest computer technology to communicate effectively for example using large fonts for e mail.</p> <p>If required research which signs are essential and provide access to these.</p>	<p>Cost of additional photocopying, computer software as required and Signs.</p>	<p>Headteacher and Administrative staff</p>	<p>When required</p>	<p>Documents are made available in large fonts.</p> <p>Information is provided to visually impaired adults in a variety of formats.</p>

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

TARGET	ACTION	RESOURCE	Person responsible	TIMEFRAME	OUTCOMES
Monitor accessibility to school buildings, classrooms, toilets and washing facilities for pupils, parents/carers and staff with disabilities	Headteacher and SENCo to regularly review premises from perspective of pupils, parents/carers and staff with impairment or disability. Where necessary plan for changes to prevent disadvantage.	As identified and where needed advice from outside specialist e.g. Occupational Therapy service, Physical and Sensory Service.	Headteacher and SENCo	Checks take place at least annually or as needs arise when pupil, parent/carer or member of staff with a disability requires regular access to the school environment	All areas of school are easily accessible to pupils, staff, parent/carers who have a disability.
To establish a plan for safe evacuation of pupils, carers and staff with disabilities in the event of an emergency.	Head teacher and SENCo to identify pupils or other adults whose disability gives them a disadvantage in an emergency situation. SENCo to draw up Personal Emergency Evacuation Plans for identified pupils/adults which detail procedures to meet the needs of the pupil. SENCo to ensure that all staff are aware of PEEPs and procedures in place for identified pupils/carers.	As identified in PEEP	Headteacher and SENCo	Actions should be taken as needs arise and prior to pupil/carer starting at school. PEEPs should be reviewed every 6 months.	Adults/pupils with mobility, visual or other impairment can be evacuated from the school quickly and safely in the event of an emergency.