Accessibility Plan 2022 – 2025

Our Mission Statement

Holy Trinity and S. Silas School was founded by the Church in 1847 to serve the community and to provide an education for every child in the area.

We offer all our children an education of the highest quality taught through the arts and lived through the principles and practice of the Christian faith. We provide a place where all children and adults know their contribution is valued and where they can develop their own faith in God and in one another.

We aim to help every child develop to their full potential, to achieve highly, succeed, and grow in confidence and abilities. Our inspiring curriculum provides all the skills every child will need for life, it develops their self-confidence, awakens their imagination and encourages them to think independently.

We value the diversity of backgrounds and cultures which enrich our life and help our school become the unique place it is. The life of our school is integral to that of the Parish: we both contribute to our local community and benefit from it in our achievements.

It is in this way that we prepare our children for the future and fulfil our school motto: 'Fortis in Fide' ('Strong in the Faith').

"And let us consider how we may spur one another on toward love and good deeds, but encouraging one another-and all the more as you see the Day of the Lord approaching." (Hebrews 10.25)

'Fortis in Fide'

1. Introduction

Holy Trinity and S. Silas is a diverse and inclusive CofE School that focus on fully supporting the emotional, social and academic development and progress of every individual child.

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice. The plan is structured to complement and support the school's Equality Objectives.

We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan will be reported upon annually in respect of progress and outcomes.

2. Our Aims

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Holy Trinity & S. Silas School Accessibility Plan shows how access is to be implement for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs. The Accessibility Plan will contain relevant and timely actions to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan should be read in conjunction with
- **Equality Policy & Objectives**
- **Staff Handbook**
- **Health & Safety Policy (including off-site safety)**
- **Inclusion & SEND Policy**

- **Behaviour Management Policy**
- **School Improvement Development Plan**
- **School Website**
- **Local offer document**

The school will work in partnership with the Local Authority and the Diocese of London in developing and implementing this Accessibility Plan where applicable.

An accessibility audit remains the responsibility of the Governing body. A recent accessibility audit was undertaken by Holy Trinity & S.Silas School in January 2020. See Accessibility Audit appendix 1.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit is completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

The Accessibility Plan will be monitored by the Governing Body. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan is available on the school website.

Improving access to the physical environment

Intent	Implementation	Impact	Timescale (if applicable)
1. School is aware of the access needs of children with a disability.	a) Create access plan for individual children with identified disabilities as part of provision plan process b) Monitor classroom and communal environment and accessibility for child with cerebral palsy in KS2 and child with a physical disability (Joubert syndrome) in KS1	All pupils and staff will be aware of all pupils' access needs.	Termly review
2. School staff are always aware of access issues.	a) Provide information and training on disability equality for all staff. b) Staff will know the expectations of supporting children with specific physical needs. Supported by the school SENDco	Increased confidence of staff and governors in meeting access needs.	As appropriate

	c) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010		
3. School is aware of access needs of the school community.	a) Include questions in pupil, parent and staff questionnaire about access needs.	All parents will be able to fully access all school activities.	Annual
4. Ensure that all disabled pupils can be safely evacuated.	a) Emergency Evacuation Procedures in place to alert all children b) All staff are aware of their responsibilities	All disabled children and staff working with them are safe and confident in event of fire or emergency	School evacuation drills termly

Improving access to the curriculum

Intent	Implementation	Impact	Timescale
1. Deliver relevant training for staff in identification and provision for pupils with SEND	a) Plan training with Camden SEND specialists as needed by whole school or cohort specific needs. b) Assign inset day to training identified e.g. dyslexia, differentiation, alternative recording, emotional wellbeing. c) To adapt planning according to the needs of current children clearly identified with autism, cerebral palsy, literacy/speech & language difficulties or working memory. d) Use Pivats to assess pupils with SEND if working below the national curriculum.	Raised confidence of staff in strategies for differentiation and increased pupil participation. The school will be able to meet the needs of children with specific difficulties that make impact progress. Strong and consistent CPD has continued to support the needs of all children, as well as those with identified needs during and post school closures due to the pandemic.	Termly review

2. High level and specific interventions	Consistent monitoring of planning and teaching with regard to differentiation by teachers, subject leaders and SENDco	Maintained high standards of attainment and achievement at the end of KS1&2 in reading, writing and maths In observations and planning scrutiny & differentiation ensures that learning activities are closely matched to pupil need.	Termly monitoring
3. Individual plans shared with parents of pupils with SEND are clear and personalised	Termly meetings with parents of pupils with SEND to review and update personal plans.	Parents feel they have a voice and input to their child's education	Termly review
4. Ensure TAs have access to specific training on disability issues	a) Use staff audit to identify TA training needs and inform Professional Development process b) Termly training for TAs led by SENDco, subject leaders or external advisors.	Raised confidence of TAs as above.	Termly monitoring
5. Focus on quality first teaching as initial form of intervention	a) Review findings from inclusion walk b) Consistent monitoring of planning and teaching with regard to differentiation by SLT, subject leaders and SENDco	Raised standards of attainment and achievement for pupils identified with SEND at the end of KS1&2 in reading, writing and maths. We anticipate this to be maintained post pandemic. In observations and planning scrutiny, differentiation ensures that learning activities are closely matched to pupil need.	Termly monitoring

Improving access to information

Intent	Implementation	Impact	Timescale
1. Ensure that attainment and progress are clearly communicated.	a) Embed staff understanding and familiarity of age related expectations. b) To work with other schools to moderate assessment. c) To communicate with parents through letters, website, parents evening.	Teachers and parents will have a good understanding of where children are and will be clear about the next steps for every child.	Termly review
2. Information to parents/carers to be accessible.	a) Ask parents/carers about access needs when child is admitted to school. b) Review letters sent home to ensure that they are written in Plain English font size 12 c) Produce the newsletter in alternative formats if needed. d) Parents can request information in format that they can access e.g. audio, large print, Braille.	School information is accessible and tailored, according to need	As required
3. Well -structured website that provides the first point of call	a) Ensure that policy documents on the website and that website information is regularly updated. b) Provide alternative formats of documents if required.	All school information is accessible.	Ongoing
4. Local offer information for parent/carers	a) Local offer is communicated in simple, parent-friendly booklet that outlines the expectation for Camden schools. Available in the school office.	Better informed parents/carers on local support for children with SEND	Ongoing

6.Children become more aware of their own learning styles and access needs	a) Include access to information in PSHE so that children are able to articulate. b) Encourage pupils to express their access needs and explore learning styles c) Children will be supported in developing a greater understanding of what learning is and how we do it.	Children able to articulate their access needs and understand their own learning styles.	Ongoing

Reviewed: 12th January 2022
Agreed by the Resources Committee: 20th January 2022

Appendix 1

Holy Trinity & S. Silas Primary School - Accessibility Audit

Date of Audit: 13 January 2022

Section 1: **Disability Awareness / Training**		Yes	No	Par tial	N/A	Comments
1	Do you provide disability awareness training to enable all staff to understand and recognize disability issues?	x				Supported by Camden SEND
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support young people with disabilities, if required?	X				Supported by Camden SEND
Section2: **How does your school delivery the curriculum**						
3	Do all staff seek to remove all barriers to learning and participation	X				
4	Is teaching appropriately differentiated to meet individual needs so children make good progress?	X				
5	Are all children supported in fully engaging in music, drama and PE?	X				Additional training and support given by specialists

6	Do all staff provide alternative ways of giving access to experience or understanding for children with disabilities who cannot engage in particular activities, for example some form of exercise in PE?	X				
7	Do all staff recognize and allow for additional planning and effort necessary for children with disabilities to be fully included in the curriculum?	X				
8	Are all staff encouraged to recognize and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	X				
9	Do you provide access to appropriate technology for those with disabilities?	X				
10	Are school visits, made accessible to all children irrespective of attainment or disability	X				
Section 3: **How does your school deliver materials in other formats for anyone who needs it?**						
11	Do you have arrangements to provide information in simple language, large print, or audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			X		We do not currently have audiotape or Braille formats available – would produce if required
12	Do you have facilities such as ICT to produce written information in different formats?	X				

13	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	X				The school communicates through a range of mediums
14	If furniture and equipment selected and adjusted appropriately?	X				Changes made dependent on need
15	Do you ensure that all staff are familiar with technology and practices developed to assist people with disabilities?	X				Yes for those who have specific contact
Section 4: **Is your school designed to be accessible and meet the needs of all the pupils?**						
16	Are pathways and routes logical and well signed	X				Nonverbal signage used- i.e running man exits etc
17	Do you have emergency evacuation procedures to alert ALL pupils	X				
18	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	X				If required
19	Do furniture layouts allow for easy movement for pupil with disabilities	X				
20	Are quiet rooms available to children who need this facility	X				There are rooms of all KS2 classrooms and a

						room available on the ground floor for KS. Additionally children have an option to wear ear defenders.
Section 5: **Getting to the building**						
21	Are car park spaces reserved for disabled people near the main entrance		X			
22	Are there any barriers to easy movement around the site and to the main entrance?		X			
23	Are steps needed to access the main entrance?	X				
24	If the there are steps, is a ramp provided to access the main entrance?	X				
25	Is there a continuous handrail on each ramp to the main entrance?	X				
26	Is it possible for a wheelchair to get through the principal door unaided?	X				
27	If no, is an alternative wheelchair accessible entrance provided?				X	
Section 6: **Internal Facilities**						

28	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the door?	X				
29	Do all internal doors allow a wheelchair user to get through unaided?	X				
30	Do all the corridors have a clear unobstructed width of 1.2m?	X				
31	Does the school have a wheelchair accessible toilet?	X				
32	Does the school have accessible changing rooms/shower facilities?	X				Currently used by staff but could be used for pupils but not wheelchair accessible
Section 7: **Vertical Movement**						
33	How many stories in the school a= single throughout b= single with some split levels c=single story with some 2/3 story parts / d = mainly 2 or 3 story	D				
34	If the school is on more than one level, do the internal steps/stairs have colour contrast edging?	X				
35	Is there a continuous handrail on each internal stair flight and landing	X				
36	Does the school have a lift that can be used by a wheelchair user?	X				
37	Do you have any sort of mechanical means provided to move between floors?		X			No currently required if this was

						to change it would be reviewed
38	Is it possible for a wheelchair user to use all fire exits to which they have access?	X				Currently no needs in upper part of school. We would review if there was a need
Section 8: Sensory Impairment						
39	Are non-visual guides used to assist people to use the school?		X			Not currently
49	Could any of the décor be confusing or disorientating for peoples with disabilities?			X		Very simple uncluttered layout with neutral interiors.
	Is a hearing induction loop (either fixed or portable) in the school?		X			
	Does the school have a "soundfield" sound field reinforcement system?		X			
	Do emergency alarm systems catering for those with hearing impairment (i.e. flashing light)?	X				The sounders all have flashing lights