



Accessibility Plan 2016 – 2019

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 with this unity that we fulfil our school motto:

'Fortis in Fide'



Holy Trinity & S. Silas School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, LDBS and in conjunction with staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan was updated in January 2016 to reflect statutory requirements for the setting of Equality Objectives and reviewed by the Governing Body in spring 2016.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. 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.

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 improved 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 where practicable. 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 relates to the key aspects of physical environment, curriculum and written information.

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.

The Accessibility Plan should be read in conjunction with

- **Single Equality Policy**
- **Staff Handbook**
- **Health & Safety Policy (including off-site safety)**
- **Inclusion Policy**
- **Behaviour Management Policy**
- **School Improvement Development Plan**
- **School Website**
- **Local offer document**

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. 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 will be 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.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. 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 School Website will make reference to this Accessibility Plan.
- The Accessibility Plan will be monitored by the Governing Body.

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

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Improving access to the physical environment

Targets	Actions	Outcome	Timescale (if applicable)
1. School is aware of the access needs of disabled children.	a) Create access plans for individual disabled children as part of provision plan process	All pupils and staff will be aware of all pupils' access needs.	Termly review
2. School staff and governors are aware of access issues.	a) Provide information and training on disability equality for all staff.	Increased confidence of staff and governors in meeting access needs.	As appropriate
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) Put in place Personal Emergency Evacuation Plans for all children b) Develop a system to ensure 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	As appropriate
5. To make entry into school accessible for wheel chair users and others.	New lift installed in the new extension.	Disabled pupils and visitors are able to access the main areas of the school.	
6. Review and replace inadequate lighting in all areas	Replace light bulbs immediately when blown.	Lighting monitored for visually impaired and hearing impaired children currently in school.	As necessary
7. Ensure that the new playground is accessible to all pupils.	Work with playground designers, pupils and staff on designing a playground that supports, stimulates and is accessible to all.	All children will have a positive playground experience.	Beginning summer 2017

Improving access to the curriculum

Targets	Strategy	Outcome	Timescale
1. Deliver relevant training for staff in identification and provision for pupils with SEND	a) Plan training with Camden SEND specialists as needed. b) Assign in service day to training identified e.g. dyslexia, differentiation, alternative recording.	Raised confidence of staff in strategies for differentiation and increased pupil participation.	Termly review
2. High level and specific interventions	Consistent monitoring of planning and teaching with regard to differentiation by 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	Review findings from inclusion walk Consistent monitoring of planning and teaching with regard to differentiation by SLT and SENDCO	Raised standards of attainment and achievement for pupils identified with SEND 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

Improving access to information

Targets	Actions	Outcomes	Timescale
1. Ensure that attainment and progress are clearly communicated with the removal of levels.	<p>a) Embed staff understanding and familiarity of age related expectations.</p> <p>b) To work with other schools to moderate assessment.</p> <p>c) To communicate with parents through letters, website, parents evening.</p>	Both 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. Review information to parents/carers to ensure it is accessible.	<p>a) Ask parents/carers about access needs when child is admitted to school.</p> <p>b) Review letters sent home to ensure that they are written in Plain English.</p> <p>c) Produce the newsletter in alternative formats if needed.</p>	All parents can request information in format that they can access e.g. audio, large print, Braille.	As requested
3. Accessible and well - structured website that provides the first point of call	Ensure that policy documents on the website and website information are regularly updated.	All school information is accessible for all.	Ongoing
4. Local offer is communicated in simple, parent-friendly booklet that outlines the expectation for Camden schools.	Local offer is communicated in simple, parent-friendly booklet that outlines the expectation for Camden schools.	Local offer is communicated in simple, parent-friendly booklet that outlines the expectation for Camden schools.	Annually
5. Redesign school prospectus so that it is accessible to all.	a) Design the prospectus so that it explicitly welcomes disabled children and those with SEND	Prospective parents will have a clear understanding of our commitment to meeting the needs of all children.	2017
6.Children become more aware of their own learning styles and access needs	<p>a) Include access to information in Circle Time</p> <p>b) Encourage pupils to express their access needs and explore learning styles</p> <p>c) Children will be supported in developing a greater understanding of what learning is and how we do it.</p>	Children able to articulate their access needs and understand their own learning styles.	Ongoing