HOLY TRINITY CE PRIMARY SCHOOL & PRE-SCHOOL

Learning together with God's love
We aspire to be a happy, confident and caring community where children flourish
Perseverance Aspiration Respect Teamwork
1 Corinthians 16:14 Do everything in love

Holy Trinity C.E. Primary School - Accessibility Plan

Learning together with God's love

POLICY	Accessibility Plan
SOURCE	HTS
REVIEWED BY	Agreed and reviewed by SLT and Governors Sep 2026
APPROVED	16.09.26
REVIEW DUE	Autumn 2028

Introduction
Under the Equality Act 2010, the governing body of a maintained school or an academy in England and Wales must prepare an accessibility plan, in writing.

An accessibility plan should set out how, over a prescribed period, a school will aim to:

- Increase the extent to which disabled/neurodiverse pupils can participate in the school's curriculum
- Improve the physical environment of the school 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 school
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled (this must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents)

Key Objective
To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

Action Plan

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.
The future planned action work will be overseen and co-ordinated by the governors and by the school's Senior Leadership Team (SLT) and the Headteacher.

The plans include an audit of current provision and action required. The plan will be made available on request.

Evaluation of the progress of the plan will be made by the SEND governor when making termly visits.

The advice and support of the Local Authority and the Hurst Education Trust will be sought in implementing the plan and in the development of any capital-related work at Holy Trinity CE School.

This Plan should be read in conjunction with the school's other policies, in particular the Equality Policy and the Special Educational Needs Policy.

1. Curriculum Access

Statement	**Evidence**	**Action Required/*When?***
Teachers and LSAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	INSET and CPD records for individual and whole school training. External Agency written reports and advice. CPD staff audits and feedback	Regular SEN Staff Meetings updating advice re knowledge of neurodiversity, specific learning needs and disabilities. *Termly.* On-going CPD for staff from a range of sources.
Appointment of LSAs to work closely with physically disabled pupils.	LSAs appointed in school when this is necessary.	*As need arises*
Pupils with emotional, social and mental health difficulties are supported in school.	Learning Mentor provides 1:1 and group support, including a daily lunch club. 1 day per week play therapist in school to work with individual children. Educational Mental health Practitioner (EMHP) in school	Ongoing training for staff to support children with social, emotional and mental health difficulties, including specific training linked to neurodiversity, management of anxiety etc.

Statement	Evidence	Action Required/*When?*
	one day per week to work with pupils, parents and staff. Use of CPOMs to record incidences and log patterns of behaviour. Comic strip cartoon conversations used to unpick incidents. Boxall profile used to assess children's SEMH needs.	
Classrooms are optimally organised for disabled/neurodiverse pupils.	Classroom space is large and staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment. Move 'n' sit/wedge cushions provided to some children to help with their posture. Writing slopes provided to some children where necessary. Visual Timetables are used in all classes. Laptops and/i-pads provided (with Clicker 8) to support some children with their recording. Ear defenders provided in all classrooms. Low arousal spaces are provided.	Consider Year Group classroom changes to best meet the needs of disabled pupils. *As need arises* Regular sensory environment audits with actions identified. Staff CPD – adapting the classroom to meet the individual needs of pupils e.g. de-cluttering around whiteboards/ having low arousal areas/some blank walls.
Lessons provide opportunities for all pupils to achieve, i.e. are adapted and include work to be completed by individuals, pairs, small groups and the	Lesson observation and learning walk records. Lesson Plans	Continue to adapt learning and implement personalised learning

Statement	Evidence	Action Required/*When?*
whole class as appropriate and are supported by LSAs.	ILPs and one-page profiles Provision map Marking & assessment Monitoring of progress and attainment by SLT	where appropriate. C*ontinuous* Staff CPD – quality first teaching and effective adaptations to meet children's individual needs across the curriculum.
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, church visits, concerts, performances, visits and visitors. OT and physio reports Provision timetables	Liaise with mobility officers, Occupational Therapists & Physiotherapists to gain and work from individual advice for children. *As needed.*
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.	All staff aware of needs & detailed in planning/ILPs Appropriate applications made for SATs – readers/scribes/extra time is applied for when necessary. Laptops and/or i-pads provided (with Clicker 8) to support some children with their recording.	Annual assessments and applications to be made for SATs access arrangements Termly review of adaptation and the impact for individual children.
All staff plan for additional time required by some disabled pupils to use equipment.	See ILPs/one page profiles	
Disabled pupils who cannot participate in particular activities are given similar alternative experiences, e.g. individualised forms of exercises in PE/sport	Specialist equipment as required Agreement between school and home Mobility officer, OT and physio reports Provision timetables	Link with mobility officer, Physiotherapy and Occupational Therapy to provide individual plans for children.

Statement	Evidence	Action Required/*When?*
ICT equipment is provided for & has been fitted with additional software/hardware to allow access for disabled pupils.	Laptops with Clicker 8, speech to text software, enlarged keyboard, specialist mouse i-pads with IWB cloning technology.	Links with Specialist Advisory Support Service to provide updated software *as and when appropriate*.
School visits are accessible to all pupils, regardless of disability or neurodiversity.	See Educational Visits policy – consultations with parents as appropriate. Risk assessments include info re. Disabled pupils. H&S Policy	Risk assessments for each trip
All staff have high expectations for all pupils	Lesson Observations learning walks, tracking & target setting in place. Planning; data analysis; pupil progress meetings	Staff CPD – quality first teaching and effective adaptations to meet children's individual needs. (Autumn 2025)
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, ILP Reviews, staff meetings (including LSAs, Midday Meal Supervisors) Learning Mentor, EMHP and Play Therapist in place Pupil voice on ILPs and through 3 houses, ratings circle etc. Annual pupil questionnaire and SEND pupil questionnaire Pupil interviews	Continuing CPD

2. Physical Access

Statement	Evidence	Action Required/*When?*
The layout of areas such as classrooms, hall, library, dining hall, reception, playground & field allows access for all pupils. Pupils who use	There are double doors or doors wide enough to accommodate a wheelchair. Those classrooms that are on	Any upgrades, renovations or maintenance ensure

wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs, and steps.	another level have lift access. There are ramps leading into school's main entrance, side entrance and exit onto KS2 playground.	physical access is a high consideration
Disabled Toilet facilities have sufficient room to accommodate a changing bed & toileting chair.	Installation of fully equipped disabled toilets.	
Pathways around school are safe and well signed.	Good signage. New path installed in Glebeland. Yellow edges painted on steps and any trip hazards.	Repaint yellow lines at least annually Re-tarmac the lower playground where it is uneven.
Parking arrangements for all are logical and safe.	Clearly marked disabled parking bay; additional disabled parking available as required on request	
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms with flashing lights. Hearing impaired/disabled children escorted off premises by designated adult.	
Signs are uncomplicated, and unambiguous.	Signage around school.	
School décor provides appropriate contrast and harmony for pupils with hearing or visual impairment, neurodiversity e.g. autism or ADHD, or epilepsy.	Edging of steps with contrast paint for visually impaired. Low arousal areas in classrooms and corridor/break out spaces.	The school is painted in neutral colours to meet the needs of pupils with visual impairment, autism or epilepsy. Advice will be sought from appropriate SEN Service and advisors. Staff CPD – adapting the classroom to meet the individual needs of pupils e.g. de-cluttering around whiteboards/ having low arousal areas/some blank walls.

All areas are well lit	Checked by Governors and new lighting installed where necessary.	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff seat hearing impaired pupils appropriately according to specialist advice. 1:1 Hearing aid microphone used in classes for specific children. All classes are fully carpeted in the main work/teaching area.	Hearing loop to be installed *as and when necessary.* Recommendations from Sensory Support team when necessary.
Furniture and equipment selected, adjusted and located appropriately, e.g low level sinks, provision of wheelchair with adjustable height, tray tables fitted to wheelchair, stand, writing slope, wedge support etc	Appropriate furniture/accessories bought or on loan from Occupational Therapy as appropriate.	
External access to school grounds via ramps and step-free access pathways		

3. Access to Information

Statement	**Evidence**	**Action Required / *When?***
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g, positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.	External advice given by specialists. Lesson observations and learning walks ILPs and one-page profiles Planning	Staff Meetings to discuss *when needs arise* and *on-going* CPD Advice will be sought from sensory support team etc. *as appropriate.*
The school will liaise with LA support services and other external agencies to provide information in simple, clear language, plus, eg , the use of symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Website updated regularly. Translated letter available when requested.	*As appropriate as and when requested.*
The school ensures that both in lessons and parents'/carers' meetings, information is presented in a user-friendly way, e.g, by	Information is chunked to aid processing and understanding.	Upgrade ICT hardware to support access to information for all,

reading aloud, using overhead projectors/PowerPoint presentations etc	Visual prompts provided. IWB used in every class and slides printed/cast to an i-pad for those who need them. Staff read aloud for children and for parents/carers who cannot read, information can be read to them. Separate report can be requested to be sent if a parent/carer does not live at same address PowerPoint Presentations used at workshops and parents'/carers' meetings and sent out to parents by email after the meeting. Website updated regularly & weekly email sent to all parents/carers.	e.g. screen in entrance hall; learn pads.