



Accessibility Policy Trinity

- 1.1 This Policy was devised in consultation with the staff and governors of Trinity First and **attempts to reflect the practice at our school** and to serve as a reminder/guide to current staff and to incoming/supply teachers as to the school's philosophy and aims in ensuring that disabled pupils are not treated less favourably than those who are able bodied.
- 1.2 The Policy also identifies **how we intend to increase the access by pupils** with disabilities to the curriculum if such action is needed or when opportunities arise, such as work on the building. Improving access to education and educational achievement by disabled pupils at Trinity First School is essential to our policy of ensuring equality of opportunity and full participation in all areas of school life.
- 1.3 **Context of this Policy** - The Disability Discrimination Act and the Special Educational Needs and Disability Act 2001 (SENDA)
- 1.4 The Disability Discrimination Act (1995) was amended in September 2002 to extend to every aspect of education. The SEN and Disability Act 2001 (SENDA) makes discrimination against disabled individuals unlawful in their access to education.

2 The Responsibilities of the Governing Body

- 2.1 At Trinity First School, as in all English maintained schools, the Governing Body is ultimately responsible for the duty **not to discriminate against a pupil with a disability**. Discrimination can take place in two ways: treating a pupil less favourably for a reason relating to its disability and failing to make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage.
- 2.2 The members of our schools' Governing Bodies will therefore: **take all reasonable steps to avoid any discrimination** and be able to demonstrate in defence of a claim what those steps have been; and **check that the school** is continually reviewing its policies and procedures to ensure that disabled pupils are not placed at a disadvantage.
- 2.3 When considering the needs of pupils with disabilities the Governing Bodies may take account of the need to maintain academic and other standards; the practicality of taking particular steps; the health and safety of the disabled pupil and others in school; the Interests of other pupils who may be admitted to the school including issues of disruption.

3 Planning for accessibility at Trinity

- 3.1 Following audits of the schools' current facilities and resources for meeting the needs of disabled pupils, a plan was formulated to increase over time, the accessibility of the school for disabled pupils.
- 3.2 This is known as the planning duty and has the three strands which are explained in detail below.
- 3.3 **Strand One** : Aim to improve the extent to which disabled pupils can participate in the school curriculum
- 3.4 At Trinity we are committed to providing a broad and balanced curriculum for all pupils. The curriculum covers not only teaching and learning, but the wider curriculum of the schools such as participation in after school clubs, leisure, sporting and cultural activities or school visits.
- 3.5 **Strand Two:** Aim to improve the physical environment of the schools to increase the extent to which disabled pupils can take advantage of education and associated services
- 3.6 **Strand Three:** Improve the delivery of information to disabled pupils
At Trinity we can respond to a request to make written information normally provided by the school to its pupils, available to disabled pupils. This information should take account of pupils' disabilities, pupils and parents preferred formats and be made within a reasonable time frame. The information might include handouts, timetables and information about school events. The school might consider providing the information in alternative formats such as large print, audio tape, Braille, a recognised symbol system, by using ICT or providing the information orally, through lip speaking or sign language.
- 3.7 The above planning will result in **The Accessibility plan for the school**. This will ensure that the Governors regularly plan, act and monitor our actions to help us become as fully accessible as possible to all learners and staff. **This Plan will be an appendix to this policy**
- 3.8 The Accessibility plan will audit current provision at Trinity school against Strands One, two and three above, and outline areas for the staff and Governors of the school to monitor and act on

4 The Role of the Headteacher

- 4.1 To ensure all staff are aware of the above strands of accessibility as they plan and deliver lessons.
- 4.2 To work with staff and governors on the physical environment and provision of information to ensure issues of accessibility are considered.
- 4.3 To include issues of accessibility in the SDP as they arise.

5 Review

- 5.1 The policy and it's plan will be reviewed biannually and issues from the plan will be considered every year for the SDP.

Reviewed NOV 13 TBC