

Appendix - Trinity Accessibility plan – reviewed Jan 2013

Existing Provision at Trinity:

In Strand one – Extent in which disabled children can participate in the curriculum

We already provide additional provision to enable pupils with learning difficulties to access the curriculum through the SEN framework. The purpose of the SEN framework is to meet the special educational needs of individual children, some of whom may also be disabled, who need provision that is additional to, or different from, what is normally available in schools.

At Trinity, the Special Needs Co-ordinator, Karen Foster, works to identify children's special educational needs as soon as possible; assess those needs carefully and make specific provision, whether solely through the school or with the intervention of the LA by way of a statement to enable them to learn and achieve. The SEN framework also ensures that children's progress is monitored and reviewed to check that provision being made for them continues to meet their needs.

As far as possible, all extra curricular activities offer equal access to disabled pupils. We give consideration to modification of the activity or the environment if it is felt that it may present insurmountable challenges to disabled pupils.

We are committed to a policy of inclusion and do all we can to meet the needs of those children in our school who have disabilities. At Trinity we are committed to involving all children in every aspect of school life. Staff work, in with the school's behaviour policy, to promote a policy for inclusion. We use all strategies available to help children behave and work appropriately in school. Our policy of having good levels of TA assistance in each classroom ensures that children have the support they need to help them access the curriculum. This policy also increase the capacity of adults in the classroom to give feedback to those with extra needs.

Our commitment to inclusion also means that when necessary, the school funds extra support in the form of a special needs assistant or an appropriate resource to support a child who may otherwise be excluded or not cope in a mainstream setting.

In Strand two – Improving the physical environment we offer.....

- Sloped writing boards for children with co-ordination difficulties and some left handed children
- Chairs sizes to suit needs, and liaison with health professional to provide special seating.
'Handhugger' handwriting pens / pencil 'adaptors' for children who have difficulties with fine motor skills
- No stairs in school - Ramped or flat entrances in the Main building and Jasmine Class
- Main building fully accessible once through the main door
- 2 Disabled toilets,
- A disabled car parking space outside main entrance
- Contrasting door frames/doors in most classrooms with contrasting handles
- Centralised and accessible records of medical/physical needs.
- A 'sound field' system that is installed in the classrooms as needed

In strand Three – improving communication to all

The school has a clearly written prospectus and further information is accessible on the schools' website, which is currently been updated to make it clearer, easier to use and a more complete information source for parents.

All staff in the school are sensitive to the needs of those who find it difficult to communicate or have a specific disability. Some staff, including office staff, have basic sign language skills.

Visual timetables support children in classrooms across the school. We currently have one classroom equipped with a sound system to support a child with significant hearing loss.

By showing prospective parents around the school, and giving them the opportunity to express any concerns or needs, we plan to meet the needs of all of our children even before they join us.

Areas for Buildings Committee and Curriculum Committee of governors plan for and monitor

- Always ensure fire and emergency procedures are appropriate for all children.
- Check all signs are visible to those with sight impairment.
- Health and safety checks cover disabled fire escape routes.
- Ensure prospectus contains information about access for disabled and the availability of alternative forms of communication of information other than written that can be requested.
- Monitor Curriculum Policies to ensure that access to the curriculum and assessment of progress is designed with the needs of all children in mind.
- Work with other schools to share good practice
- Staff training in disability issues
- In future building projects ensure all doorways and corridors are wide enough to accommodate wheelchair users and others issues of accessibility are tackled and planned for

NEW WORK from Jan 13

- Plan for 'sound system' currently in year 2 to follow child through the school
- Ensure all children who need SEN support have adult support as needed.
- Use of text and email to all families will support communication to all children and their families
- Plan and progress our new pedestrian access project to that it promotes equal to the school site, and includes signage that is clearer to all users.
- Plan and progress our revamped resources area to make ensure safer storage, clearer access and passage through and is a less cluttered teaching space
- Explore new developments in ICT to increase the range of teaching and learning strategies further, especially to improve access to learning for those with additional needs e.g. the side held mouse and ipads
- Continue to plan early to support full inclusive practice on our residential trip