



Trinity First School
Accessibility Plan
2022 - 2025



Flourishing together through
kindness, curiosity, respect, resilience and teamwork.



At Trinity First School we pride ourselves on our inclusive culture and are committed to providing equal access to the life of the school for all. As part of our integrated process of working to achieve equality of opportunity for all, this plan focuses on the removal of barriers for pupils and adults who have protected characteristics.

This Accessibility Plan is linked to our Equalities Information and Objectives document, and together, these two documents seek to provide equitable access for all. The Accessibility Plan is managed by the Headteacher and reviewed annually by the Board of Governors.

| Aim: To improve the physical environment of the school to increase the extent to which pupils and adults with protected characteristics can take advantage of education and associated services. | | | |
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| Lead Responsibility | Targets | Strategies | Outcomes for Service Users |
| SENCo | To provide a fully inclusive environment for any pupil or adult with additional physical needs. | Audit school site. Discuss individual needs of pupils at school entry planning meetings and annual reviews. | Improved access and independence for people with additional physical needs. |
| Annual Reviews | April 2023 – April 2024 – April 2025 - | | |
| Aim: To increase the extent to which pupils with protected characteristics can participate in the school curriculum. | | | |
| Lead Responsibility | Targets | Strategies | Outcomes for Service Users |
| Class Teachers | <ul style="list-style-type: none"> To raise pupils’ awareness, understanding and acceptance of difference and diversity as something to be celebrated | Plan regular weekly assemblies to raise pupils’ awareness of and celebration of diversity. | Pupils are aware of others’ needs and go out of their way to address/support these. Pupils value and celebrate difference. |
| Subject Leaders | <ul style="list-style-type: none"> To ensure that curriculum policies and practices are responsive to the needs of pupils on roll and provide equitably for all | Subject Leaders consider the needs of pupils with additional needs as part of all curriculum developments. | Pupils with additional needs have access to all aspects of the National Curriculum, with appropriate modifications being made to facilitate this. |
| All teachers and teaching assistants (TAs) | <ul style="list-style-type: none"> To use language precisely and in partnership with visual images to support access for pupils with language and communication needs | School staff act on advice provided by Integrated Therapy Service specialists, using strategies and Care Plans drawn up for named pupils to facilitate access. | Through the use of augmented communication systems, pupils have increased access to the curriculum. |
| Class teachers and TAs Headteacher | <ul style="list-style-type: none"> To narrow the attainment gap for specific pupil groups by using small | TAs, HLTAs and teachers run focus intervention | Pupils’ basic Literacy and Numeracy skills improve, enabling them |

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| <p>Educational Visits Coordinator / Headteacher</p> <p>SENCo</p> | <p>group teaching sessions to focus on the development of pupils' basic Literacy and Mathematics skills</p> <ul style="list-style-type: none"> To consider ways in which educational visits (including residential visits) can be adapted to ensure that all pupils have access to, and benefit from these Keep staff well informed of the differing needs of the whole school population and support with strategies being used to ensure access to the curriculum is as full as possible | <p>groups for pupils identified as experiencing difficulty in accessing the mainstream curriculum</p> <p>Review the physical and medical needs of pupils who attend the school. Meet with them and their parents to identify ways of modifying visits to ensure that appropriate access is provided.</p> <p>Respond to ongoing queries and lead on induction of new staff in this aspect of their role.</p> | <p>to have better access to an age appropriate curriculum content and higher self-esteem</p> <p>Pupils with disabilities/medical needs participate in school visits with appropriate modifications made to ensure that their needs are met. We will also work to ensure that able bodied students are not denied opportunities as a result of this.</p> <p>Pupils' needs are better understood by those working with them in school.</p> |
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| <p>Annual Reviews</p> | <p>April 2023 – April 2024 – April 2025 -</p> |
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Aim: To ensure everybody has equal access to information and that no one is discriminated against as a result of a lack of knowledge or understanding.

| <p>Lead Responsibility</p> | <p>Targets</p> | <p>Strategies</p> | <p>Outcomes for Service Users</p> |
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| <p>Headteacher and School Administrative Staff</p> | <ul style="list-style-type: none"> To provide for parents/carers (upon request), large print or audio versions of documentation sent home | <p>School administrator to prepare and provide materials on request.</p> | <p>Pupils are not disadvantaged by parents being denied access to key school documentation.</p> |
| <p>RSHE Lead</p> | <ul style="list-style-type: none"> To continue to provide through the school's RHSE curriculum, opportunities for pupils to discuss diversity and people's needs and feelings | <p>Using the SCARF scheme of work, with units that address diversity delivered in each year group. A range of books dealing with living with different disabilities and in family units that take different forms are available in the school library.</p> | <p>Pupils are provided with opportunities to discuss and reflect on the fact that we are all unique individuals. A number of disabilities are discussed in depth and pupils learn about a range of disabled people who have made a significant contribution to society.</p> |
| <p>Teachers in partnership with the SENCO and Headteacher</p> | <ul style="list-style-type: none"> To use a broad range of approaches to communicate with parents/carers taking account of the individual needs and preferred communication platforms | <p>Teachers and the school's Leadership Team understand the needs and preferred communication channel/s of parents/carers with additional needs. They use telephone, face-to-face/</p> | <p>Pupils' parents and carers feel included in the life and work of the school; being in receipt of relevant information, they are able to make a</p> |

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| Headteacher | <p>of specific members of the school community</p> <ul style="list-style-type: none"> To consult with governors, parents/carers, pupils and staff on the review and update of the Accessibility Plan | <p>virtual meetings, letters, text, Class Dojo, email etc. to facilitate communication.</p> <p>Consultation with groups such as the School Council, Ethos group, parents/staff with protected characteristics will form the basis of a review of actions taken, current documentation and best practice updates.</p> | <p>full contribution to their child's education.</p> <p>Staff, pupils, and their parents/carers have an opportunity to contribute to the Accessibility Plan on an annual basis.</p> |
| Annual Reviews | <p>April 2023 – April 2024 – April 2025 -</p> | | |

Additional targets may be agreed during annual reviews. Consultation with pupils, parents/carers, staff and community members who have protected characteristics will form an important part of this process.