EMMANUEL
SCHOOLS FOUNDATION

Trinity Academy

Accessibility Plan

September 2024-2026

Last review:	Sept 2024
Principal Approval:	
Next review:	Sept 2026

Accessibility Plan

Purpose of this Plan

The purpose of this plan is to show how our educational setting intends to increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities.

Definition of Disability (Equality Act, 2010)

The Equality Act 2010 defines disability as a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Principals

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must not discriminate for a reason arising in consequence of a child or young person's disability.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this

general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

Mission Statement

The vision of Trinity Academy is to provide a centre of academic excellence where all students and staff can work hard to achieve their personal best. Our mission, therefore, is to provide Christian ethos schools of character for the whole community through character education, curriculum excellence and community engagement.

Core Virtues

We aspire, whether we be students or staff, that all of our work will be characterised by the following values:

- **Love -** We act selflessly, with kindness and compassion for the good of others.
- **Wisdom** – We exercise good judgement; seeing and doing what is true and good.
- **Fairness** – We treat everyone fairly and justly, the way we would like to be treated ourselves.
- **Self-Control** – We control our desires, not letting our desires control us.
- **Courage** – We are determined to achieve what is worthwhile even in the face of difficulty.
- **Humility** – We avoid arrogance, being realistic about our strengths and weaknesses.
- **Integrity** – We are honest with ourselves and others so that our words and actions agree.

Accessibility strategy for disabled students (Equality Act, 2010. Schedule 10. Paragraph 1.2)

This Accessibility Plan sets out how Trinity Academy provides equal opportunities for disabled people. By planning strategically to increase access, over time demonstrating how the school is:

- increasing the extent to which disabled students can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.
  (i)within a reasonable time, and
  (ii)in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- · It is the duty of the responsible body to implement its accessibility plan.

The Equality Act 2010 replaced most of the Disability Discrimination Act 2001 (DDA) and brought together a range of equality duties and requirements under one piece of legislation. Trinity Academy is committed to equal opportunities and inclusion. This strategy should be considered alongside the following Academy policy documents:

- Special Educational Needs Policy
- Equal Opportunities Policy

The three key duties under the Equality Act in relation to education are:

- Not to treat disabled students less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To publish and implement accessibility strategy to increase access to school education for disabled students

Increasing Access for Disabled Students to the Academy curriculum (Equality Act, 2010. Schedule 10. Paragraph 1.2a):

The Academy SEND policy ensures that students who need support are identified and assessed through an APDR cycle [Assess, plan, do review] and suitable provision is identified and delivered to meet a range of disabilities and special educational needs. This process is managed by the SENDCO, supported by the Assistant Vice Principal of Senior Academy, whom has strategic oversight of the additional resources are available.

The Academy Junior and Senior Pastoral Team, work alongside the SEND team to provide additional support for students' behaviour and access to learning. This is monitored through APDR cycles and support plans.

We recognise that all students have unique talents and want to ensure these are unlocked within both our curricular and extra-curricular provision. To increase participation in the curriculum, this will sometimes mean that adaptations are made to ensure the highest level of provision. These include, but are not limited to, the following types of provision:

- Translating text and images to Braille
- Auxiliary aids
- Visual aids [Coloured textbooks/overlays, enlarged equipment and targeted resources]
- Additional Literacy lessons – KS3
- Reading Plus
- Support in PE lessons, wet room provision and physiotherapy
- Mental Health Awareness week

We encourage students with SEND to participate in extra-curricular activities. Student who require additional provision are supported by the SEND team on a case-by-case basis. This provision has included, but is not limited to:

- Homework club
- Social Club
- Braille and tactile resources for multiple subject areas
- Differentiated curriculum in P.E. on a case-by-case basis

The Academy works closely with specialist services including:

- Hearing Impaired Children's Service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and Physiotherapists
- Speech and Language Therapy

- ACSETs [for students who have a diagnosis of ASD or on the diagnostic pathway]

The Local Offer website provides contact numbers for the various support services. The link to this website can be found here.

Improving Access to the Physical Environment of the School (Equality Act, 2010. Schedule 10. Paragraph 1.2b)

As a purpose build Academy we are in a privileged position as our building was created with the needs of all student in mind. Some of the facilities we have include:

- Adapted alarms to alert students with visual/hearing impairment;
- Adapted carpets to support students with visual impairments;
- Multiple lift access on each floor;
- Wet room;
- Evacuation chairs and trained staff.

To ensure our facilities are secured for students with physical disabilities we have an on-going commitment to continue working with Heatherwood Special School. Regular training and consultancy with Heatherwood ensures that our facilities and staff are up to date with Health and Safety requirements.

We have improved the school environment and increased inclusion further by:

- Creating an additional purpose-built wet room
- Additional toileting equipment for students with physical disabilities
- More staff than ever trained to carry out evacuation chair procedures when supporting students with physical disabilities (including those temporarily on crutches) in the event of a fire alarm.

Improving the availability/delivery of accessible information to disabled students (Equality Act, 2010. Schedule 10. Paragraph 1.2c)

Trinity Academy recognises that disabled students may need additional adjustments to ensure that they can access written information provided by the school to all students. In accordance with the Equality Act (2010), Section 10, paragraph 1.3 these adjustments must be made within a reasonable time and in ways which are determined after taking account of student disabilities, preferences and that of their parents. These adjustments must be the normal way of working for the student within lessons and over a series of examinations. These adjustments are made on a case-by-case basis and include, but are not limited to:

Examinations

- Access to a laptop
- Enlarged copies/coloured copies of Examination papers
- Various formats of Examinations papers
- Rest Breaks/Extra Time during formal in-class assessments and examinations
- Reader; Scribe; Prompt
- Reading Pen

- Access to a word processor

Classroom Practice

- Seating position
- Font size/style
- Prepared texts (e.g. based on reading level)
- Accessible diagrams
- Suitable equipment
- Overlays/coloured paper
- Printed handouts of slides
- Laptop for extended writing

Additional Support

- Visual/enlarged timetables
- Colour coded/enlarged passes
- Allocation of a 'Key Worker' to every student on SEND register. LSA's contact home every 4 weeks to ensure that parent voice is regularly part of school SEND provision. Parents and students also have a key point of contact at any time if they have any concerns

Financial Planning

The Principal, SLT and Finance will review the financial implications of the accessibility plan as part of the normal budget review process.

Emphasis on the needs of individual students, including those with SEND, is essential to maintain inclusive practice. Financial commitments made to improve the accessibility of individual students with disabilities include, but are not limited to:

Improvement	**Cost**
Installation of a wet room to include space for changing and physiotherapy	£5500 Further £120 per year to maintain
Training additional staff in Moving and Handling qualifications	£75 per person
Installation of second purpose built wet room	£200
Seahorse Commode	£948
Coloured overlays purchased frequently throughout the year for students with visual impairments	Pack of 10 - £22 per colour purchase
Coloured exercise books	Pack of 10 - £10 per colour purchase
Reading Pens for examinations and extended pieces of reading	£240 per pen
Laptop	£300 per laptop
Writing Slopes	£75 per slope
Plates guards and adapted water bottles	£10 per set

Accessibility Action Plan and Audit

1. Improvement in access to the curriculum	Issue	Action	Responsible	Timescale	Success Criteria	Monitoring Method: Who? How?
1.01	Ensure appropriate deployment of LSA staff.	Review needs of students and assign LSA staff to meet needs of student and using the staff expertise. Funding: Element 2/3	SENDCO	Ongoing and as appropriate adjustments will be made	○ Increased access to the curriculum. ○ Needs of all students met in line with student support plans ○ Student progress	Day to day basis SLT and SLG during lesson observations. Parental feedback.
1.02	Ensure quality first teaching, through CPD (including Scaffolding, deployment of LSA in the classroom) for all to improve disabled students' access.	Deliver regular staff training during mandatory staff CPD time. Increase external agency training Increase input from students and parents	Assistant Vice Principal of Teaching and Learning/ ESF Director of Teaching School/ SENDCO	Regular programme of CPD is delivered throughout academic year	○ Increased access to the curriculum. ○ Needs of all students met in line with student support plans ○ Student progress	Half-termly. SLT and SLG during lesson observations. Parental feedback SEND observations
1.03	Appropriate use of specialised equipment to benefit individual students and staff.	Identified specialised equipment will be purchased and used where a need is identified by Physiotherapy, Occupational	SENDCO	Ongoing. As appropriate adjustments will be made on a case by case basis	○ Increased access to the curriculum. ○ Needs of all students met in line with student support plans ○ Student Progress	Ongoing SENDCO

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		Therapist or other professional. Funding Element 2/3				
1.04	Appropriate use of coloured overlays to benefit students with visual impairments.	Appropriate coloured overlays/ backgrounds will be used on powerpoints or for worksheets. Where necessary and appropriate adjustments will be made to internal and external environment.	Teaching Staff SENDCO	Yearly updates for new students. Appropriate adjustments on a case by case basis	○ Increased access to the curriculum. ○ Needs of all students met. ○ Support plans used	Ongoing SENDCO Student feedback
1.05	Increased staff awareness of disability issues by having regular staff training by SEND, outside agency or in cases where students volunteer	Mandatory staff training at the start of every academic year delivering information on key students. Where need arises arrange for individual, groups or whole staff training in order to meet the needs of all students.	SENDCO. Assistant Vice Principal for Teaching and Learning. ESF Director of Teaching School	As appropriate	○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Needs of all students met in line with student support plans ○ Student progress	Half-termly. SLT and SLG during lesson observations. Parental feedback
1.06	The ongoing requirement to recognise individualised needs when	Pastoral team to liaise with SEND team when administering punishments such as	Assistant Vice Principal of Senior/ Junior Academy	Ongoing. As and when appropriate for student need.	○ Increased understanding of student needs ○ Increased access to	Ongoing Assistant Vice Principal of Senior/ Junior Academy

	delivering behavior sanctions.	First Call detentions and warnings. Both parties to look at these on a case by case basis.	SENDCO	Once per week for students with ASD in intervention	the curriculum. ○ Needs of all students met in line with student support plans	Student feedback Parental feedback
1.07	Develop confidence in disabled students ability to manage social situations through the pastoral and Social/Communication work.	Where appropriate arrange for: ○ Social Stories ○ Pastoral intervention	Assistant Vice Principal of Senior/ Junior Academy SENDCO and SEND Team	Ongoing. As appropriate Once per week for students with ASD in intervention	○ Increased understanding of student needs	Ongoing Assistant Vice Principal of Senior/ Junior Academy
1.08	Regular review of student needs by LSA Key worker and staff training to meet those needs.	LSA's allocated 8 to 11 students. LSA's to call/e-mail home (parental preference) and identifying needs of students and adjustments that need to be made. Needs discussed and reviewed with teaching staff. Student support plans to state key worker for teacher reference.	SENDCO LSA	Ongoing throughout academic year.	○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Increased school-home communication ○ Needs of all students met ○ Support plans with more specific updates	SENDCO Parental Feedback
1.09	Regular review of trips with whole school Health and Safety Coordinator	Complete review prior to activities week and make amendments where	SENDCO Health and Safety Coordinator	As appropriate throughout the year – all	○ Increased understanding of student needs	Student attendance Student feedback

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	to ensure that disabled students who wish to access them have the opportunity to do so. Disability acts and risk assessments produced.	student access need has been identified.		prior to Activities Week (July).	○ Increased access to the curriculum. ○ Needs of all students met. ○ Increased participation in extra-curricular opportunities by SEND students	
1.10	Transition – ensure all information regarding student disabilities is shared and adjustments in place prior to Year 6 transition week. Ensure parents feel reassured about TA meeting their child's needs. Pyramid meetings with feeder SENCO's	SENCO to attend annual reviews in year 6. Early visits and liaison with SENCO and disabled students at feeder schools by SEND and Pastoral. Additional Transition days for all Year 6 students.	SENDCO Assistant Vice Principal of Junior Academy Learning Mentor responsible for transition	Pyramid Meeting – termly Visits – prior to Easter Additional transition visits for vulnerable students – throughout June	○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Needs of all students met. ○ Information rich and accurate support plans	Student Feedback Assistant Vice Principal of Senior/ Junior Academy Parental feedback
1.12	Classrooms are organised to promote the maximum amount of independent participation and independence of all students.	Ensure teachers make adjustments to classroom in order to aid participation for instance with organisation of the furniture or seating of a particular student.	All staff	Ongoing. As appropriate to meet need	○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Increase student independence ○ Needs of all students met	SLT during lesson observations. Parental feedback Student feedback SENCO through staff observations

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1.13	Ensure that work is translated to Braille and images are presented in a tactile manner to ensure that Visually Impaired students can access the curriculum and extra curricula activities.	Ensure that staff are trained to at least Braille Level 2. Liaise with Visual Impairment team to secure appropriate equipment for resources to be translated.	SENDCo Visual Impairment Team LSA	Ongoing.	○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Needs of all students met. ○ Increased participation in extra-curricular opportunities by SEND students	Ongoing. SENDCo.

2. Physical improvements to increase access to education and associated services	**Issue**	**Action**	**Responsible**	**Timescale**	**Success Criteria**	**Monitoring Method:** **Who? How?**

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2.01	Access into the Academy and reception to be fully compliant	Designated disabled parking. Automatic doors fitted to main entrance are regularly maintained. Lifts fitted where necessary are regularly maintained. Clear route for disabled through Academy, allowing access to all areas. Students met at reception where their needs require support around the building. Funding: Element 2	Principal	Ongoing	○ The Academy is accessible to all ○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Needs of all students met through use of Support plans	Principal Ongoing
2.02	Maintain safe access around exterior of Academy	Ensure that pathway areas kept clear of vegetation and rubble that may implicate a physically disabled student. Make sure grounds maintenance contractors know which areas to prioritise for disabled access.	Principal Building Services	Ongoing	○ Staff, students and visitors are safe ○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Needs of all students met.	Principal Ongoing
2.03	Ensure appropriate staff receive regular training to refresh and update their	Regular training for staff on correct use of equipment by Physiotherapy, Heatherwood School [Moving and Handling	Health and Safety Coordinator SENDCO	Biannual updates on evacuation chair training Yearly updates on PEEPs	○ Increased understanding of student needs ○ Increased access to the curriculum.	Ongoing Health and Safety Coordinator

	knowledge on the correct use of additional equipment including Evacuation chair procedure.	Coordinators] and Occupational Therapy. Health and Safety Coordinator to provide updates on Evacuation Training and PEEPs.		Staff training to occur on a student case by case basis	○ Needs of all students met through use of Support plans used	
2.04	Provision of wheelchair accessible toilets with changing facilities. Provision of facilities to accommodate students with severe skin conditions where cream application and full sanitization is required at least twice per day.	Maintain wheelchair accessible toilets on all floors in each building. Ensure lifts are accessible on each floor. Provide products to enable sanitization and timetable of cleaning	Principal SENDCO	Ongoing	○ Increased understanding of student needs ○ Increased access to the curriculum. ○ Needs of all students met. ○ Students stay safe and well	Principal Ongoing

3. Improvements in the provision of information in a range of formats for disabled	Issue	Action	Responsible	Timescale	Success Criteria	Monitoring Method: Who? How?

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students						
3.01	Provide students who are entitled to extra time during examinations the opportunity to do so during all in-class assessments without this causing them to miss any of the curriculum whilst doing so.	All support plans from Year 10 upwards to state examination access Staff to contact SEND department for support with providing additional time Staff to ensure that students have access to any information missed and full understanding of this	SENDCO Head of Departments Assistant Vice Principal of Teaching and Learning	Ongoing through staff development	○ All students will have the opportunity to access their full potential during examination ○ Increase in student progress	Principal Ongoing
3.02	Make available SEND information report for parents and for students that enables an alternative format that that of electronic on the website	Adjust formatting of SEND Information Report. Make Report accessible during parent-school events (including information evenings, transition evenings etc.)	Reprographics SENDCO	Ongoing throughout academic year (parental events)	○ All parents are able to access information	Principal Ongoing
3.03	Improve signage to	Signs clearly indicate	Principal	Ongoing	○ All students	Principal

	indicate access routes around school.	disabled parking bays, lifts and wheelchair friendly routes around school. Provide access plan of building in reception area. Provide access plan of building to all LSA's Provide student tours prior to transition week for year 6 students identified as disabled.	SENDCO Assistant Vice Principal of Junior Academy		and visitors are able to access the Academy	Ongoing