Leatherhead Trinity School and Nursery
Accessibility Policy

Status: Statutory	**Responsible Manager:** Business Manager
Review Period: 3 years, re-issued annually	**Responsible Governor:** Business and Finance Monitoring group
Valid From: March 2024	**Next Review Date:** March 2027

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have a duty to carry out accessibility planning for disabled pupils.

Leatherhead Trinity's accessibility plan is aimed at:

• Increasing the extent to which disabled pupils can participate in the curriculum

• Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and

• Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Leatherhead Trinity's previous access plans were incorporated into a Disability Equality Scheme/Single Equality Scheme and build on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a:

• Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a hearing or visual impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer survivors and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Vision and values

Our School's ethos and vision statement emphasises our commitment to inclusion for all children and members of the school community and this plan is in place to promote this commitment.

At Leatherhead Trinity we believe that everyone is unique. Each child will be encouraged to develop their own individuality and spiritual sensitivity. We promote Christian values; teaching children to respect themselves and others. We want children to be confident, happy, healthy and eager to learn. They will be encouraged to contribute and to collaborate; to be full of curiosity and to find their own maturity, as well as their place in the wider world.

Leatherhead Trinity School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Description of the school

Leatherhead Trinity School is a larger than average primary school.

- Most pupils are White British.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils eligible for Pupil Premium (additional government funding, including for those eligible for free school meals) is above average.
- The proportions of disabled pupils and those with special educational needs supported at school action, school action plus and with statements of educational need are well above average.
- The school has specially resourced provision for 21 pupils with special educational needs for speech and language difficulties placed by the local authority (COIN Centre).
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- The school does not use alternative provision for its pupils off site.
- The school has received the International Schools and Healthy Schools awards.

Ensuring disability access

Leatherhead Trinity School already has a large number of measures in place to ensure access to the physical environment, curriculum and information.

<u>Physical environment</u>

- Large modern building with lift and disabled access
- Adaptions are made as necessary to ensure access to all for trips and clubs
- Year groups and classes have moved to different parts of the building to ensure access for children with disabilities
- Building has a shower and a number of disability accessible toilets on both floors
- There are a number of disabled parking spaces, including designated spaces for all staff self-identifying as disabled.

Curriculum

- The school has a Communication and Interaction Needs Centre supporting children with a statement of COIN
- The school has a nurture group supporting children with behaviour, emotional and social difficulties based around attachment issues
- All staff are First Aid trained and many have additional medical needs training for support of pupils with asthma or who carry epi-pens
- There are both Makaton and Elklan trained staff to help with communications.
- 'Sit and move' cushions, work stations, visual timetables
- Speech and Language Therapy support on site
- Range of teaching and learning styles
- Use of Emotional Literacy Support Assistant/ inclusion mentors/ behaviour coaches
- Flexible timetable (e.g. use of learning breaks, shorten tasks where necessary)
- High quality staff training and expertise
- Use of key boards in lessons
- Art therapy
- Pupil Leadership Team (PLT) and Eco Council
- Theme weeks and curriculum days
- Forest School
- Wide range of clubs and visitors, including residential trips in Y5 and Y6
- Class behaviour and reward systems
- LSA work with individuals and groups.

Information

- Website available in a range of languages
- Use of translators upon request
- Use of a multi-agency approach
- Pupil Leadership Team (PLT) and Eco council
- Range of methods of communication with parents: weekly newsletter, letters, website, School Comms, face to face events and meetings
- Home learning
- Reports to parents twice a year
- Friends of Leatherhead Trinity School (FOLT)
- Accessible senior leadership team available at the gate before and after school
- Equalities policy given on recruitment and available on website.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Timeframe	Success criteria
Increase access to the curriculum for pupils with a disability	*To improve attendance of vulnerable pupils.*	To be consistently monitoring so that vulnerable pupils are identified early.	To ensure additional monitoring for identified pupils, working EWO.	Termly	100% attendance across the school.
	To ensure all staff are fully aware of their duties and responsibilities under Equalities legislations.	To create time for specific staff training.	To include in the training schedule for all staff.	Termly – training for new staff and refresher training for existing staff.	Positive attitudes reflected in planning, lesson observations and practice. Positive results with regards to equality monitoring.
	Our school offers a differentiated curriculum for all pupils.	To ensure that all staff are aware and have received training on the differentiated curriculum.	This is reflected in the school's Teaching & Learning Policy. Ongoing staff training to be provided.	Policy review	Accessible curriculum for all reflected in the school's pupil data, school assessment processes, governor visits and observations.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	To ensure the curriculum is accessible to all.	Any resources to access the curriculum are purchased through the SEN	Termly	Accessible curriculum for all

			budget, e.g ear defenders, screened work spaces. Visual display boards feature across the school.		reflected in the school's pupil data, school assessment processes, governor visits and observations.
	Curriculum resources include examples of people with disabilities.	To promote those with disabilities as role models.	To ensure that images around the school show those with disabilities. To ensure the inclusion of those with disabilities as role models in assemblies, lesson materials and theme weeks. Staff training to ensure staff understand these issues and are able to follow them through.	Termly	Successful promotion of those with disabilities as role models reflected in the mindset of the whole school community.
	Curriculum progress is tracked for all pupils, including those with a disability.	To ensure every child is achieving their full potential.	To be achieved through pupil progress meetings, Phase weekly meetings, staff meetings, half termly data drops, SEN meetings, Multi Professional Team meetings with outside agencies and ongoing discussions with the wider staff.	Termly	Success to be reflected in pupil data, school assessment processes, governor visits and observations.

	Targets are set effectively and are appropriate for pupils with additional needs.	Targets to be tailored to the individual child to ensure they are achievable.	This is reflected in the school's Teaching & Learning Policy. Ongoing staff training to be provided.	Termly	Success to be reflected in pupil data and enjoyment/thirst for learning.
	The curriculum is reviewed to ensure it meets the needs of all pupils.	The curriculum must reflect the most up to date and best practice to ensure it fully serves all pupils.	Curriculum review to be carried out in accordance with the Teaching & Learning policy review.	Termly	Success to be reflected in pupil data and enjoyment/thirst for learning.
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:* • *Ramps* • *Elevators* • *Corridor width* • *Disabled parking bays* • *Disabled toilets and changing facilities* • *Library shelves at wheelchair-accessible height*	Ability to move classroom furniture as and when needed.	This is possible for all classrooms and classes are reviewed on a needs basis.	Termly	Optimum accessibility across all spaces used for learning.

Improve and maintain access to the school environment	*The school environment includes specific zones for quiet time. This include:* • *the nurture group area* • *the forest area* • *outdoor areas* • *free flow areas.*	To provide a calming space for all pupils.	To continually review how we can improve on what we offer.	Termly	Access for all children to a specific zone designed for quiet time.
	To ensure that our environment reflects the consideration of mental health as part of the school's Safeguarding Policy.	To ensure that our school is a psychologically informed environment.	To provide staff training on mental health, wellbeing, mindfulness, training on trauma.	Termly	All children feel supported within the school environment.

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Google Translator tool on school website	To ensure all communication to children, staff, parents and the wider school community is as clear and accessible as possible. This includes communications from governors to parents and staff.	To be constantly reviewing how we communicate and deliver information.	Termly	Success to be reflected through a clearer understanding of communication and information from the school community. Success to be measured through quarterly reviews and surveys.

Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. The policy will be reissued annually.

It will be approved by Finance & Resources Committee of the Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy