# Trinity Road Primary School Accessibility Audit and Plan

Trinity Road
Primary School
RESPECT • ACHIEVE • BELONG

## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- ✓ Increase the extent to which pupils with disabilities can participate in the curriculum
- ✓ Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- ✓ Improve the availability of accessible information to pupils with disabilities

Our school values demonstrate and inform our commitment to striving towards an ever more inclusive environment and experience for pupils and the wider community. Our curriculum strives to provide high quality, engaging and practical learning opportunities, so everyone can access and participate in all aspects of our offer. We work hard to ensure additional support and provision is increasingly built into the Ordinarily Available provision and have made a number of previous interventions for pupils and parents, universally available to all over the last two years. We are a safe school, committed to ensure all children's needs are recognised and supported to secure increased access to education and society through their lives.

This Accessibility Audit and Plan relates specifically to the above areas and whole school training will specifically recognise and seek to raise awareness for staff and Governors by making reference to the Equality Act 2010.

The Governors hold overall responsibility for the area of the audit and plan concerned with physical access to the school buildings. This plan recognises the limitations of our buildings, some of which are in excess of 100 years old and that it is not feasible to address all works within the timeframe of this plan. Therefore, necessary works will roll forward across subsequent plans. Audits will be carried out prior to the end of each Accessibility Plan period and inform subsequent plans. Prioritisation will also be informed by the current cohort.

**The Accessibility Plan will be published on the school website**

**The Accessibility Plan will be monitored through the Full Governing Body (FGB)**

**The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010**.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

**The priorities for the Accessibility Plan for our school were identified by:**

**The Governing Body**

**Head Teacher**

**SENCo**

**Site Manager**

**A plan of the school buildings is kept in the school office with this plan.**

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Trinity Road primary School is committed to providing an environment that enables the whole school community full access to the curriculum under three main broad areas and recognise this is an ever-evolving framework. These areas are:

**Increase access to the curriculum** for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

**Improve and maintain access to the physical environment of the school**, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

**Improve the delivery of written information to pupils, staff, parents and visitors with disabilities**; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

## Legislation & Guidance

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

The Equality Act 2010 defines an individual as disabled when:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises. You may wish to read this document alongside the schools Send Information Report, also published on the website.

The school acknowledges that the Local Authority will monitor the school's activities under the Equality Act 2010 (and, in particular, Schedule 10 regarding Accessibility) and will advise on the compliance with that duty.

| Physical Access Audit & Plan | | | | | |
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| Item | Issue | Yes | No | N/A | Action |
| **1** | Is furniture and equipment selected, | X | | | |

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| | adjusted and located appropriately? | | | | |
| 2 | Are pathways and routes logical and well signed? | X | | | |
| 3 | Do you have emergency and evacuation procedures to alert all students? | X | | | |
| 4 | Is appropriate furniture and equipment provided to meet the needs of individual students? | X | | | |
| 5 | Do furniture layouts allow easy movement for students with disabilities? | | X | | Some classes are small for modern standards. Therefore, students with disabilities requiring additional space are prioritized when spaces are allocated each year. |
| 6 | Are quiet rooms/calming rooms available to children who need this facility? | X | | | |
| 7 | Are car parking spaces reserved for disabled people near the main entrance? | | X | | Change of disabled parking space should be made to be closer to the school. |
| 8 | Are there any barriers to easy movement around the site and to the main entrance? | X | | | Step- free access to main office to be looked into<br><br>Gate from car park would not be able to be opened independently if in a wheelchair. This should be planned to be addressed. |
| 9 | Are steps needed for access to the main entrance? | X | | | |
| 10 | **Do all steps have contrasting edging?** | | X | | In process |
| 11 | If there are steps, is a ramp provided to access the main entrance? | | X | | See point 8 |
| 12 | Is there a continuous handrail on each ramp | | X | | No handrail on landings |

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| | and stair flight and landing. | | | | |
| 13 | Is it possible for a wheelchair user to get through the principal door unaided? | | X | | Accessible button required for main office |
| 14 | If no, is an alternative wheelchair accessible entrance provided? | | X | | See above |
| 15 | Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors? | | | NA | |
| 16 | Do all internal doors allow a wheelchair user to get through unaided? | | X | | Age of building coupled with newer regulations for fire doors mean some doorways are now narrow (door at top of stairs coming up from front staircase) |
| 17 | **Do all the corridors have a clear, unobstructed width of 1.2m?** | | | | |
| 18 | Does each corridor/block/building have a wheelchair accessible toilet? | X | | | |
| 19 | **Does the relevant block have accessible changing rooms?** | | X | | Check what consists of a changing room for our building and if required |
| 20 | **If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?** | | | | |
| 21 | Does the building have a lift that can be used by wheelchair user to allow access to different levels? | | X | | Evac chair in place to support disabled students down, where necessary.<br><br>Lift solution required for future students |
| 22 | Is there a continuous handrail on each internal stair flight? | X | | | |

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| 23 | Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type. | X | | | X1 Evac chair for evacuation |
| 24 | Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access? | | | NA | No current wheelchair users<br><br>Would need to be considered on admission |
| 25 | **Are non-visual guides used to assist people to use the buildings?** | | | | |
| 26 | Could any of the décor be confusing or disorientating for students with disabilities? | | X | | |
| 27 | Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light) | | X | | Identified students have personalized evacuation plans |
| 28 | is a hearing induction loop available (either fixed or portable) in the school? | | X | | Hearing induction loop required for main office |

| Learning Access Audit & Plan | | | | | |
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| Item | Issue | Yes | No | N/A | Action |
| 1 | Do you provide disability awareness training to enable all staff to understand and recognise disability issues? | | X | | Training needs to be more explicit in this |

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| 2 | Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required? | X | | | Autism Education Trust Training to be planned for 24/25 for all staff<br><br>TPP training for new staff to be planned for 24/25<br><br>Engagement scale training to be provide Autumn term 2024 for EYFS and KS1 teachers, plus Soci Comms lead. |
| 3 | Do all staff seek to remove all barriers to learning and participation? | X | | | Ordinarily Available to reviewed and increased throughout 24/25 and 25/26 |
| 4 | Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress? | X | | | Monitoring and training needs for new staff, developing staff and ECTs<br><br>Subject Leaders to be developed to understand what SEND provision looks like in their subjects |
| 5 | Are all children and young people encouraged to take part in music, drama and physical activities? | X | | | Adaptations and access to be reviewed for disabled pupils and pupils with SEND to participate further with after school clubs<br><br>PE lead to attend PNI training for PE adaptations |
| 6 | Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education? | | | X | No current students who access at all.<br>Referral to PNI specialist team for any future pupils |
| 7 | Do all staff recognise, understand and allow for the additional planning and effort | X | | | Subject leaders to have clear understanding of what accommodations and adaptations should look like in their subjects |

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| | necessary for children and young people with disabilities to be fully included in the curriculum? | | | | Monitoring and training for new staff, developing teachers and ECTs throughout 24/25 |
| 8 | Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work? | X | | | Further increased accessed through Ordinarily Available training throughout 24/25 and 25/26 |
| 9 | Do you provide access to appropriate technology for those with disabilities? | | X | | Laptops and Ipads currently being rolled out across the school for an increased range of interventions to be able to be accessed in the classroom |

| Information Access Audit & Plan | | | | | |
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| Item | Issue | Yes | No | N/A | Action |
| 1 | Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information? | X | | | New staff, developing staff and ECTs to be supported in increasing use of widget for adaptations in slides and handouts, as well communication fans |
| 2 | Do you have the facilities such as ICT to produce written information in different formats? | X | | | |
| 3 | Do you ensure that information is available to staff, students and parents in a way that is user friendly for all | | X | | More thought to be given to support for completion of forms proactively, rather than providing support when asked |

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| | people with disabilities? | | | | |