



Review of Accessibility Plan – October 2014  
Holy Trinity CE Primary School

**Area To Be Addressed: Access to the Curriculum**

**Goals & Targets:**

1. Continue to develop and enhance knowledge of responsibilities under DDA.
2. Continue to develop confidence and knowledge for staff in delivering the curriculum to disabled pupils.
3. Enhance access to and participation in National Curriculum and wider curriculum for disabled pupils and those with Special Educational Needs through effective provision management and consultation.

**Summary of Evidence:**

1. All teachers are trained through staff meetings, staff handbook (signed by all staff) and through the work of specialist teachers supporting school practitioners regarding responsibilities they should be fulfilling under DDA. All policies are in place to support the school on their responsibilities. These policies are also available for parents to access.
2. Inclusion Leader in conjunction with a specialist teacher delivers training with additional adults that improve strategies and adaptations to the curriculum that will support learners with disabilities. All class teachers make use of ECH Plans to support pupil's progress in their learning. Pupils with specific difficulties have personalised work stations and a timetable that addresses their specific needs.
3. All additional adults receive training, as and when required, from the SENCo on strategies to support learners in order to build confidence and knowledge of best practise.
4. All pupils have access to school journeys and trips (in accordance with Risk Assessments and the Health and Safety needs of the child and other children). Risk assessments are undertaken for all trips and journeys that will personalise these experiences for pupils where possible.
5. Use of Medium Term and Weekly Planning, book looks, lesson observations and pupil voice are used to inform school leaders on the equality of entitlement and provision for all learners. Specific subjects support all learners in the school to be aware of DDA responsibilities through SEAL (Social, Emotional Aspects of Learning), PSHCE (Personal, Social, Collective Worship (Christian Themes) and weekly Assemblies
6. Pupils are consulted on disability/health needs through the use of care and medical plans. Pupils identified with specific needs are also displayed with the child's photo and specific need in key areas of the school. This information is not displayed in public areas of the school. School Council consider the needs of all pupils at regular meetings.
7. Provision mapping of pupil needs is an embedded feature of school practice. This is reviewed each term in conjunction with Raising Attainment Meetings to discuss and review the strategies and actions of teachers that will support all groups of learners to progress. Use of the school data walls (Average Point Scores and Age Expected) are also shared each term to inform progress of different groups within the school.
8. The school works closely with all other professionals to ensure that the 'Team around the child' are fulfilling their agreed support in meeting that child's needs.

**Action Point:**

- To continue with current processes, and ensure that there is greater accountability of school/subject leaders for the progress that all groups of pupils are making.
- To ensure that SENCo has completed the statutory training programme for SENCos.

**Area To Be Addressed: Accessibility of Information**

**Goals & Targets:**

1. Embed the new SEN code of practice to all staff – led by SENCo.
2. To develop and the use of new ECH plans with staff and parents.
3. To further liaise with The Hackney Learning Trust and other schools in Hackney to identify and implement best practice on delivery of information to disabled pupils in line with the new SEN code of practice.
4. To consult with pupils, parents, carers and staff on ways to increase access to information for disabled people



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**Summary of Evidence:**

1. School Website, on line learning opportunities, use of laptops and iPads, Interactive Whiteboards in all classes, provide significant access to more pupils.
2. School resources are purchased linked to school budgets and school priorities – for example budget allocation for SEN, Gifted and Talented, 1-1 Tuition
3. Use of language and hearing impairment and interpretation services are made available when communicating with parents/carers.

**Action Point:**

- To improve processes for evaluation of access of information – surveys of pupils and their immediate parents/carers.

**Area To Be Addressed: Physical Accessibility**

**Goals & Targets:**

1. To reduce physical barriers to inclusion – within parameters of the temporary school building.
2. To work with The Hackney Learning Trust to increase accessibility based on the audit of physical access commissioned by the Trust within parameters of the temporary school building.
3. To consult with pupils, parents, carers and staff on barriers to access.

**Summary of Evidence:**

1. Ramps, railings, wider opening doors, improved signage, non-slip flooring, new Interactive Whiteboards, Disabled Toilets, learning areas are in place or established for pupils with specific learning needs which provide pupils with better access to the curriculum.
2. Advice and guidance of best practice is shared across Federated Schools to ensure consistency of accessibility for all adults and pupils.
3. School Council, parent and staff surveys inform the school on how improvements have/can support accessibility for all pupils and parents.

**Action Point:**

- A risk assessment will be completed for any new children who enrol in the school whom are subject to an ECH plan (or older format care plan or with a disability as per the DDA 2004). Outcomes of this assessment will be implemented in a timely fashion in order to facilitate the needs of that pupil.