



TRINITY SCHOOL

ACCESSIBILITY POLICY & PLAN

Issue Status: -

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Trinity School is dedicated to enabling all members of its community to develop fully as learners and citizens

Section 1: Policy Overview

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The Governing Body and staff of Trinity C of E School are dedicated to fulfilling the aims laid down in our purpose statement which is:

- to offer an all-round excellent education for pupils of all abilities and backgrounds by providing a positive working environment in which all children and staff can develop to their full potential.
- to provide the highest standards of achievement for all.
- to provide and maintain a Christian environment.
- to provide the highest standards of personal care and support and individual development.
- to provide the best preparation for adult life and develop supportive links between school, home, parish and the wider community.
- to provide the highest standard of communication with parents, parish and the wider community, involving them in all aspects of school life.

Inclusion Statement

Trinity C of E School is committed to providing an inclusive school environment in which all members of our community gain confidence, developing their abilities and supported them to achieve their potential.

To this end we:

- Value the needs of all learners
- Display positive views towards pupils with dyslexia
- Have in place identification, assessment and intervention procedures
- Value partnership with parents

SECTION 1

Overview

The Special Needs and Disability Act requires that we plan in three main areas:

- Increasing access for pupils with disabilities to the curriculum – teaching and learning and the wider curriculum
- Improving access for pupils and other stakeholders with disabilities to the physical environment of the school
- Ensuring effective communications with stakeholders for whom English is not first language

Definition

The term disability does not refer exclusively to people with a physical disability and therefore focus entirely on physical access issues. The act defines disability thus:

“A person has a disability if he or she has a physical or mental impairment that has a substantial or long-term adverse affect on his or her ability to carry out normal day-to-day activities”.

Therefore our accessibility plan must also consider ALL aspects of special educational need.

The duty is ‘anticipatory’. We are required to consider current and ‘prospective pupils’. A school cannot wait until a pupil with a disability seeks admission. Schools have an ‘anticipatory’ duty to make reasonable adjustments to the management of the school. Therefore this plan indicates the steps we will take to become increasingly inclusive over the two year period that it covers.

However, the range of disability is so diverse that the admission requirements of an individual child may bring a challenge to a school that has not been anticipated. In such a case we must seek to make a '**reasonable adjustment**' to our practice in order to successfully educate the child.

Access to the Curriculum

If pupils with disabilities are to be meaningfully included, attention will need to be given to designing and maintaining the physical environment. It is essential that the environment is designed to aid those with difficulties in learning: to help them to move around the school and to use cues for daily life.

At Trinity School this area includes:

- Teaching and learning – curriculum differentiation and the preparation of individual education plans (IEPs) and individual behaviour plans (IBPs) – efforts in this area must maximise children's access to an appropriate curriculum.
- Classroom organisation – our rooms need to be safe and facilitate mobility and accessibility (as much as possible given that our rooms are fairly small).
- Timetabling – including movement between lesson.
- Grouping of pupils in sensitive ways.
- Access to school facilities.
- Activities to supplement the curriculum eg educational visits and residential trips.
- School sports.
- School policies.
- Breaks and lunch times.
- Interaction with peers.
- Assessment and exam arrangements.
- School discipline and sanctions.
- Clubs, activities and school trips.
- Arrangements for working with other agencies – 'joined up thinking' should be pursued between school and all stakeholders so that all information is shared and collective responses to need are established.

- Preparation for transition – whether a pupil is moving between Key Stages or learning now to travel independently, preparatory work to make such effective will be pursued.
- Translation and interpretation for pupils for whom English is an additional language.

Our staff members need to be flexible enough to adapt teaching approaches, to enable pupils with disabilities to learn effectively in their classrooms. So, we will do the following:

- Have high expectations. Many pupils with disabilities have no problems at all in acquiring new concepts. However, we will be realistic about their written responses and keep in mind that our pupils can sometimes 'do' rather than explain. For example, a child may be able to create a circuit that lights a bulb but have difficulty in writing down an explanation as to why the bulb lights.
- Explain things repeatedly, in many different ways – sometimes individually. Be slow, quiet and sensitive in giving instructions
- Enable all pupils to show their interest, knowledge and skills despite difficulties with communication. Often they will be able to 'shine' orally or in other ways and teachers should encourage this.
- Give guidance about tackling things systematically.
- Help develop pupils' organisational skills which are sometimes poor. Pupils with disabilities need to be taught many things that other children pick up without specific adult help eg how to put things away; get dressed; pack their school bag; fasten shoelaces etc.
- Be aware of signs of fatigue – pupils with disabilities often have to try harder than other pupils.
- Watch out for signs of failing confidence and low self-esteem.
- Be prepared to challenge negative attitudes in other pupils.

Accessible classrooms

We will endeavour (given the existing physical reality of the school) to facilitate the following:

- Provide enough space within the classroom for pupils with disabilities to move about.
- Some children may need to sit near the front, facing the board during lessons or against the light so that the teacher and the rest of the class are easy to see and hear.
- Toilet and wash facilities need to be within proximity, accessible and usable.

- Provide, wherever possible, a distraction-free area for pupils who find it difficult to concentrate for any length of time.
- Copying from the board is often a problem and should be avoided. The use of different coloured pens or numbering lines can help pupils with disabilities to find their place.
- ICT support can be invaluable in providing access to the curriculum.
- The pupil can sit next to pupils who are prepared to assist or clarify instructions – peer support can be very helpful providing the supporter is also accessing the curriculum.
- Equipment should be clearly labelled, with neatly arranged resources which can be found easily.

Accessible Classroom – accessible curriculum

Literacy in the Disability Friendly Classroom – the slow acquisition of literacy skills may be characteristic of some pupils with disabilities. Dyslexia friendly methods can help some of our children to learn more effectively and this is why the school has achieved Dyslexia Friendly status.

Recognising words forms a crucial part of learning to read. Irregular words need to be recognised by sight and there are a number of dyslexia friendly techniques that can be used to good effect. Wherever applicable we will use these techniques

- Comprehension can be a continuing problem for some pupils with disabilities. Some children may be able to read a passage but get no meaning from it at all. Constant reference to the meaning of the text is essential and will be frequently used when appropriate. It helps to read aloud, or think about/picture each sentence as it is read.
- Check that pupils with disabilities are keeping up and not just sitting passively during shared reading and writing times.

The above are only some examples of ways to increase access to the curriculum and to the environment where teaching and learning take place.

SECTION 2

Accessibility of Information

Trinity School will endeavour to provide alternative forms of information eg large print, use of Braille, alternative language scripts and technology to promote understanding eg Learning Induction loop, as and when necessary.

This element of the Accessibility Plan will be held under permanent review. If a translation service is required, the school will seek such a service.

Dyslexia Friendly

Statement

Trinity School aims to be 'Dyslexia Friendly' and to make every effort to ensure pupils with Specific Learning Difficulties have full access to the school curriculum.

Issues

For guidelines on Identification, Assessment and Monitoring, Policy into Practice and Parents as Partners, please see 'Dyslexia Friendly' Policy.

SECTION 3

Action Plan 1 – Improving Curriculum Access and Delivery of Written Information

Action Plan 2 – Improving Physical Access

The above action plans are under constant review and are available on request.