

# Holy Trinity C of E Access Plan



Access to Environment					
	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	<p>To create a database of pupils, staff and parents/carers with identified disabilities.</p> <p>All staff to be aware of the access needs of disabled pupils, staff and parents/carers.</p>	<p>Create access plans for individual disabled pupils as part of their provision plan as necessary.</p>	As necessary	SENCO	<p>Individual plans in place for all disabled pupils and staff aware of all pupils' access needs.</p> <p>Improved confidence in terms of the school meeting the access needs of its community.</p>
Medium Term	<p>To ensure that all disabled pupils can be safely evacuated in the event of an emergency.</p> <p>To ensure all fire escape routes are suitable for all users.</p>	<p>Set up plans for specific pupils where necessary.</p> <p>Inform all staff of their responsibilities.</p> <p>Fire Evacuation Plan monitored annually or as needs change.</p> <p>Records of all fire drill rehearsals to be made . 'Speed' and efficiency of evacuation to be reviewed immediately to inform any required modifications to evacuation plan.</p>	As necessary	SENCO	<p>All disabled pupils, and staff working with them, are safe and confident in the event of an emergency.</p>

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Long Term	To ensure entry to school is accessible for wheelchair users and others.	Request advice from LA planning department  Complete a CIF bid to segregate pedestrians and car users to ensure safety in the school carpark to improve access to wheelchair users. <i>(Bid to be made if CIF bid criteria conducive to this area of development)</i>	On-going	SLT/Gov  Premises committee	All common facilities are accessible with ramp access
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Access to Information					
	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	To review information to parents/carers to ensure it is accessible.	Consult parents/carers about access needs when child is admitted to school. Review all letters/emails home to check that they are written in Plain English.  EAL children and parents have the newsletter emailed to the key worker from EMAS, so that they	On-going	SLT	All parents receive information in a format that is accessible to them.

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	To ensure that all pupils have equal access to remote learning when required e.g. in the event of a local lockdown due to the coronavirus pandemic.	<p>are clear about day-to-day events and procedures.</p> <p>When remote learning is required, ensure that online material can be accessed by all pupils. If electronic devices are unavailable, provide paper copies of set work. Telephone parents to ensure accessibility is achieved and monitor closely throughout the period of remote learning. Update Remote Learning Policy as necessary.</p>	As necessary	SLT and class teachers	All pupils have access to the Holy Trinity remote learning offer.
Medium Term	<p>To ensure all communication is accessed by all pupils and parents/carers.</p> <p>To include discussion about access to information at all annual reviews.</p>	<p>Produce newsletters in alternative formats, e.g. large print, Braille according to need.</p> <p>Consult with parents/carers and children about access to information and preferred formats at all reviews and in the monthly Parent forums (when parents are allowed on site again, following the coronavirus pandemic)</p> <p>Purchase remote platform for Parents Evenings to facilitate home/school partnership</p>	On-going	SLT	<p>Staff more aware of pupils' and parents' preferred methods of communication.</p> <p>Further enhance home school links – child/parent/school</p>

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Long Term	To ensure the Academy prospectus is fully accessible, electronically or in paper copy.	Ensure that all prospective parents are either given a copy of an up-to-date prospectus, or able to access a copy on the Academy website.	On-going	Admin/Headteacher	Parents/carers feel confident in the information they have about the school.
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Access to Curriculum					
	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	To ensure all teachers and TAs have access to specific training on disability issues when required.	Information to be shared with appropriate staff (inc lunchtime staff). E.g. class handover between teachers  Audit staff training needs and identify professional development plan. Specific training needs may be met via Performance Management personal targets.	As necessary	SENCO/SLT Class teachers	Raised confidence of teachers and TAs in strategies for differentiation and increased pupil participation.  All staff aware of individual care plans for pupils with specific allergies and medical needs.
Medium Term	To ensure all staff receive training re ADHD and ASD.  To ensure all staff are aware of disabled pupils' curriculum access.	All staff invited to attend training in the Spring/Summer term 2021	On-going	SENCO/SLT	All staff aware of individual pupils' access needs.

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Medium Term	To ensure all staff are aware of, and able to use SEN software and resources.	Run individual training sessions on use of SEN assistive technologies.(Spring/Summer Term 2021 and following academic year, according to need)  Include specific reference to disability equality in curriculum reviews and policy reviews.	As appropriate	SENCO	Wider use of SEN assistive technologies in mainstream classes.
Long Term	To review all curriculum areas to include disability issues in relation to the requirements of Equality Act 2010.  To ensure all staff have undertaken disability equality training.	Arrange training for all staff.	As necessary	HT	Disability issues incorporated into all curriculum areas and policies.  All staff work from a disability equality perspective