Holy Trinity Rosehill CofE VA Primary School

Accessibility Plan

Approved by:	Governing Body	**Date:**	December 2025

Our school vision

"You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, **let your light shine** *before others, that they may see your good deeds and glorify your Father in heaven.* Matthew 5:16

We are blessed to be a Church of England School with a vision for everyone to 'let your light shine' as found in the Sermon on the Mount. We value everyone in our school as unique individuals with their own skills and talents nurturing everyone to flourish in God's love.

Everyone in our school has a voice, is encouraged to use their voice and is truly valued for all that they bring to our school family and the wider world.

We work together to encourage everyone to let their lights shine brightly and to enable others lights to shine by:

- providing a welcoming, happy and safe learning environment where everyone is nurtured to explore, to make mistakes and to grow
- embracing learning and all of the joy it brings
- celebrating our diverse school community and the opportunity for everyone to thrive and flourish
- providing encouragement and support to all our children, families staff, governors and community with well-being at the core of our school
- preparing our children with skills for life through our shared.
- offering a rich and varied curriculum enabling our children to discover the wonders of God's beautiful world and the value of everyone

- providing opportunities for our children to contribute positively to our school and local community

As a Church school we believe everyone is made in the image of God. We value our school and our community as places where love can flourish. Our vision is found in our values, collective worship, the teaching of Religious Education and our curriculum.

Contents

1. Aims 2
2. Legislation and guidance 2
3. Action plan 4
4. Monitoring arrangements 8
5. Links with other policies 8
Appendix 1: Accessibility audit 9

1. 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Holy Trinity Rosehill CofE (VA) Primary school is an inclusive school, promoting a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation.
- High expectations and challenging targets for all children

We welcome all pupils and their families, supporting all children whatever their needs and individual circumstances with the resources available to us.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	To improve understanding of curriculum to meet the needs of our children	Develop links with local schools and organise opportunities for staff to observe when appropriate at local schools.	SENDCO	on-going	Increased confidence of staff in developing their knowledge of SEND curriculum and systems
		To ensure pupil voice is listened to and reflected upon for accessibility for all pupils in all aspects of school life.	Ensure pupil voice groups are inclusive and include pupils with a disability where appropriate	All staff	on-going	Clearer views from pupil voice in relation to inclusivity in all aspects of school life
Improve and maintain access to the physical environment	Visitors and staff with a disability are able to park in designated spaces. Both sites have a Blue Badge parking bay which can be used by staff and parents.	To ensure Disabled Parking bays are only used by visitors with a valid Blue Badge.	Reminders in newsletters Polite messages to be left on windscreen of	Premises Manager Head Teacher	On-going	Disabled Parking bays are only used by visitors with a valid Blue Badge.

			cars are parked in bays without valid Blue Badge			
	Classes of children are placed within the building to take account of their age: • Nursery and Reception children have easy access to small toilets and sinks. • Early Years Foundation Stage (EYFS) have direct access to outdoor play areas. • Year 1 and 2 children have easy access to small toilets and sinks. All children have access to the playground. • Key Stage 2 (KS2) children have their own toilets with appropriately sized toilets and sinks The environment is adapted to the needs of pupils as required. **Children with Autistic Spectrum Disorder (ASD)** An area in the classroom may be allocated (workstation) to provide the child with ASD a distraction free space. A visual timetable will usually be displayed in the classroom. A child may be provided with ear protectors if hyper-sensitive to the	To review needs of children on a needs basis and make adjustments as and when needed.		All staff	On-going	Environment meets needs of children where reasonably possible

	noise of the classroom, assembly or lunch room. **Children with Sensory Needs (Visually or Hearing Impaired)** Guided by the Visual and Hearing Impaired Service, the class teacher will strive to act upon any recommendations such as: Positioning of seating in the classroom during whole class and group sessions. Reducing noise reverberation through repositioning furniture (as far as is reasonably possible) to provide an optimal environment. **Children with a Physical Disability** There is careful consideration of the layout of the classroom to ensure that entry and exit routes are accessible and the child can move around the classroom. Our reception / office areas are sited at the front of both buildings where there is a large doorway for wheelchair and pushchair access. There is a disabled toilet on the Trinity site. School has stepped areas.					
Improve the delivery of information to	Our school uses a range of communication methods to ensure information is accessible.	To ensure communication methods are successful	Consider feedback when shared	Head Teacher	On-going	Communication systems are successful

pupils with a disability	Information is given to all new parents/ carers in the form of a meeting with staff. Our admissions form gives parents/ carers the opportunity to give details of medical, language and cultural needs. This is supported by a strong transition programme into our Nursery and Reception years. A weekly newsletter is distributed to give information about recent events and forthcoming dates. A meeting between parents/carers and the child's class teacher takes place in the autumn term and the spring term. Progress and attainment is shared in a written report at the end of the academic year. Assess, Plan Do and Review meeting (for those children on SEND register) is held in July with the present class teacher, the next teacher and the parents. Additional meetings are arranged on request. When children are absent due to long-term medical conditions information is gathered to put in place a plan to provide a smooth return to school following a period of absence. *Discussions with children and their parent*/carers *take place to plan and make preparations for their transition to secondary school.*					

4. Monitoring arrangements

This document will be reviewed annually

It will be approved by the Governing Body.

Governors will monitor the performance of this policy. This will be achieved via the Head Teacher's report to governors and by governors observing its implementation when they visit the school.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational and disability needs (SEND) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	one	n/a		
Corridor access	All corridors are accessible other than those which have steps			
Lifts	One stair lift on Trinity site	Lift is currently not working. Will be replaced when funding is available or adult/child needs access as to repair lift costs more than to replace	Premises Manager Head Teacher	When necessary
Parking bays	Sufficient for staff and visitors. One Accessible Bay on each site	To ensure Accessible bays are only used by visitors with a valid Blue Badge.	Premises Manager Head Teacher	On-going
Entrances	Our reception / office areas are sited at the front of both buildings where there is a large doorway for wheelchair and pushchair access.			
Ramps	At front of both buildings			

Toilets	Nursery and Reception children have easy access to small toilets and sinks. Year 1 and 2 children have easy access to small toilets and sinks. Key Stage 2 (KS2) children have their own toilets with appropriately sized toilets and sinks Accessible toilet on Trinity site Toilets for adult use on both sites			
Reception area	Our reception / office areas are sited at the front of both buildings			
Internal signage	Clear and accessible			
Emergency escape routes	Signposted			