

Policy last reviewed:	January 2026
Next review due:	January 2027
Member of staff responsible	Assistant Headteacher SEND/Outsourced FM
Governor's Committee:	FGB

Vision Statement:	Our vision is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
Mission Statement:	Our mission is to be a deeply Christian inclusive community which values every individual as a child of God.
Values Statement:	The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its students.

Dignity	Underpinning all that we do is the core belief in the ultimate worth of each person as a child of God – precious, valued and loved by God. Dignity comes from the knowledge of our ultimate worth as human beings.
Community	Having understood our value as individual human beings, we express this value through the quality of the relationships that we share with each other. Community, living well together, is of very great importance to us as a school, as is the place we each take in the wider community locally, nationally and internationally.
Wisdom	As a school we seek to foster confidence, delight and discipline in seeking wisdom, knowledge and truth. This is achieved through the nurturing of academic habits and skills, emotional intelligence, resilience and creativity across the breadth of the curriculum.
Hope	As we prepare our students for the future we look to open up horizons of hope and aspiration, encouraging our students to embrace these with confidence and sending them out to make a difference to the world in which they live.

CONTEXT AND RATIONALE

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 students with disabilities can participate in the curriculum and their wider education.
- Improve the physical environment of the school to enable disabled students, staff, parents and visitors to feel valued and to take better advantage of the benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students, staff, parents and visitors.

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

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.

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.

The school supports any available partnerships to develop and implement the plan. This plan is informed by:

- the views and aspirations of disabled children and young people themselves.
- the views and aspirations of the parents of disabled students.
- the views and aspirations of disabled members of staff.
- the views and aspirations of other disabled people or voluntary organisations.
- the priorities of the local authority.
- the views of the Senior Leadership Team.
- the views of the SENDCO and Learning Support department.
- the views of all interested members of staff.
- the views of the governing body.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

1. Information from student data and school audit

The Holy Trinity School has a student population of over 1340 aged between 11 and 19.

The main building of the school was designed and built in the 1960's. The original design could be an impairment to students, staff or visitors with a disability.

The original design includes:-

- stepped door thresholds;
- large areas of outdoor circulation;
- access to many areas, indoor and outdoor via steps only;
- access to upper floors by stairway only;
- most doors are manually operated;

Additions and improvements to the school environment do include provision for those with a disability. In particular the following has been achieved:-

- Wheelchair and disabled access to the main reception, administrative areas, School Hall, Drama Studio and Learning Resource Centre via reception and provision of marked disabled parking bays adjacent to main reception and the sports hall.
- Provision of accessible toilet facilities in reception, Oasis, the Young Building, the refectory & the sports hall.
- Provision of the main sports hall and refurbishment of the gym (completed in the Spring Term 2020) with full disabled access.
- Provision of a PA system and hearing induction loop system in the school hall enabling full sound amplification for assemblies and events. Advice is given by Sensory Support Team to enable the most effective support for students with hearing impairment.
- Provision of a new teaching block (The Young Building), currently DT, Humanities and Science subjects, with full disabled access.
- Provision of a Multi-Media Centre, which is DDA compliant in design.
- Provision of a Refectory which is DDA compliant in design and incorporates disabled, sloped access and accessible toilet facilities
- Adaptions to outdoor areas to remove areas of stepped paving and provide a variety of handrails to previously unprotected steps

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled students can participate in the school curriculum.

The school has set the following overall priorities for increasing curriculum access:

Current good practice	Actions	Person responsible	By when	Success Criteria
Student SEND data inputted on Bromcom and Provision Mapping software is updated and reviewed	Ensure data is detailed and software is configured to allow for analysis	SENDCo/ SEND PA	ongoing	Information received and register updated
Aim of all school policies	Review to ensure students with disabilities are fully included	SLT/Governors/ SENDCo	In accordance with review cycle	School policies reflect the needs of SEND students
Differentiated curriculum	Curriculum review to provide pathways to take account of the needs of all students	All staff	Immediate & ongoing	Differentiated curriculum in place
Adjusted timetables	Consider the timetables for students with disabilities and consider the viability of providing appropriate accessible accommodation	SENDCo/ASENDCo's	Ongoing	SEND students accommodation needs considered and met where possible
Increased number of Learning Support staff allowing a wider range of students support	Arrange LS staff deployment to cover curriculum needs	SENDCo/ ASENDCo's	Ongoing	SEND staff effectively and efficiently deployed
A broad range of training accessible to staff	Provide detailed information and training to all appropriate staff	SENDCo/ASENDCo	Ongoing	Staff fully informed and trained
Access arrangements in place for examinations	Suitably qualified member of SEND team	Exams Officer/ SENDCo	Ongoing	Suitable arrangements made for disabled students
Four intervention classrooms available	One or more intervention classrooms have	SENDCo /Business Manager	Ongoing	Specialist resources available

	enhanced computer access.			
2 intervention teachers and 2 ASENDCo's in place	Qualified SENDCo due to start in Spring Term 2026	Deputy Headteacher	Spring Term 2026	Fully staffed team of SENDCo, 2x ASENDCo, 2x Intervention teachers
Curriculum and enrichment trips accessible to all students	When organising school trips, look for venues with a good reputation for including disabled people in their activities and ask venues to confirm in writing their willingness to make reasonable adjustments where needed. LS staffing to enable student participation if necessary	Educational Visits Coordinator/ SENDCo	Ongoing	Venues chosen for school trips are fully accessible or reasonable adjustments are made

2B: Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services:

The school has set the following priorities for physical improvements to increase access:

Current good practice	Actions	Person responsible	By when	Success Criteria
Accessibility needs are addressed in all premises works. For example, outside area has been extending around the back of the Art and Design Technology building enabling ramped accessibility to the refectory	New build school in planning stages. All buildings to be DDA compliant.	Business Manager	Ongoing	All areas easily accessible
Accessibility issues considered and put in place as opportunity allows	Ensure accessibility issues are addressed in	Business Manager/ Executive Headteacher	Ongoing	Refurbishment complies with DDA

with each new area of refurbishment	ongoing refurbishment works			
All parents and carers have the opportunity to declare a disability or health condition at any time.	Make reasonable adjustments for parents and carers.	Business Manager	Ongoing	Reasonable adjustments are made

2C: Improving the delivery to disabled students of information that is provided in writing for students who are not disabled:

The school has set the following priorities for providing information for disabled students:

Current good practice	Actions	Person responsible	By when	Success Criteria
Make written information that is normally provided to students available to disabled students e.g. handouts, timetables, letters etc	All staff & students have an iPad	All staff	Immediate & on going	Written information provided in required format e.g. large print
Appropriate resources are sourced for the purposes of exam access as required	All students assessed for EAA	SENDCo	Immediate and ongoing	Resources in place and being used

3. Links with other policies

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

- Health and safety policy
- Equality and Diversity Policies
- Safeguarding Policy
- Special Educational Needs & Disability (SEND) information report
- SEND Policy

Accessibility Plan – Appendix A

Accessible parking bays, toilets and lift

Facilities for disabled persons are for the use of those registered as disabled in the first instance. On no account should the facilities be used by any individual who is not registered disabled or temporarily disabled.

The facilities can also be used in the following circumstances:

Accessible Parking bays:

- for the use of ambulances and/or cars to transport injured or ill individuals.
- for individuals visiting or working at the school who have a temporary physical or mental disability which necessitates the individual to use the parking bay.

Accessible toilets:

- for individuals visiting the school who have a temporary disability which necessitates the individual to use the accessible toilet

Accessible lifts:

- for the use of any individual who may have a temporary physical or mental disability which prohibits them from using the stairs.
- for transportation of heavy items to reflection or upstairs in the young building

The school reserves the right to use its discretion in deciding who should be allowed to use the accessible facilities.