

Accessibility Plan Policy

Holy Trinity Church of England Primary School Dartford



POLICY	Accessibility Plan
APPROVED BY	Curriculum, Standards, Wellbeing and Ethos Committee
ADOPTED ON	June 2026
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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.

At Holy Trinity we want all children to enjoy school and to be supported and challenged to achieve their very best.

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, including following LA procedures.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and Governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

PHYSICAL ACCESS					
AIM	Improve and maintain access and safety to the physical environment.	CURRENT GOOD PRACTICE: • The school comprises 3 single-story buildings, each having at least one external level access entrance. • There is a disabled toilet in buildings 2 and 3 and an accessible pupil toilet in building 1. • There is a shower located in one of the staff toilets; there is a step to access this. • All corridors are wide enough for wheelchair users. • The outside space is on two levels with a wide bricked ramp between the two. • There is a disabled parking bay.			
	All pupils can leave the building safely in the event of an evacuation or fire alarm.	• Fire and evacuation drills take place. Evacuation protocols are rehearsed so that all pupils are comfortable and familiar with the procedures. • For pupils who require high levels of support, individual PEEPs (Personal Emergency Evacuation Plan) are put into place.			
OBJECTIVES MOVING FORWARDS State short, medium and long-term objectives		ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	REVIEW AND NEXT STEPS
The tech suite is currently only accessible via a flight of stairs.		Based on classroom pupil needs - To prioritise tech being available for classroom use to ensure inclusive delivery of computing lessons.	Computing Lead SENCo	Ongoing	
Due to increased demand, improve changing facilities for pupils who wear nappies or have regular ‘accidents’, to allow for safer working practices for staff and to ensure changing is carried out with dignity.		Staff training around intimate care accessed annually to support the transition of year group staff. How to get your child school-ready parent sessions prior to EYFS start date to include toilet training advice and signposting information.	FLO EYFS Lead	July 2026	
New to school pupils or visitors may require access to doorways with low step.		Portable ramp to be available (as needed)	SENCo, Site Manager	As needed.	

Ensure all PEEPs are up to date and staff are aware of how to evacuate their pupils.	Evacuation drills are scheduled each academic year and reviewed after each drill. Ensure any adaptations to PEEPS are implemented following a review.	SEND team, SLT	Immediate/ongoing	
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LEARNING ACCESS

AIM	Increase access and engagement to the curriculum for all pupils.	CURRENT GOOD PRACTICE: Holy Trinity offers an inclusive curriculum, making adaptations where necessary to enable all pupils to engage, using a range of resources, technologies and strategies to reflect and meet the needs of our pupils, their families and our local community. • Ordinarily available document in place to inform teachers of inclusive practice. • We use resources tailored to the needs of pupils who require support to access all areas of the curriculum, including the use of dual coding, technology and media, and a wide range of scaffolds. • Learning environments are set up to support ASD and Dyslexic learning, and the SEND team supports staff in ensuring a key offer is available to all pupils. This is monitored annually. • Curriculum resources include examples of people with disabilities. • The curriculum is reviewed to make sure it meets the needs of all pupils. • Support staff have awareness training in commonly occurring difficulties, such as ASD, ADHD and Speech and Language • PE curriculum and sporting events encourage participation and enjoyment. • Pupils' targets are set effectively, using baseline assessment, to meet pupils' starting points and inform teacher planning for next steps. • Pupils are provided additional time, scribes and/or quiet spaces to carry out exams. Test papers may be adjusted to help with pupils' visual needs. • Medical needs are well supported with Care Plans updated and reviewed regularly, supported by close partnerships with parents. • Provision Plans are reviewed regularly to support teacher planning and are supported by close partnerships with parents. • A FLO (Family Liaison Office) advocates for building strong, positive relationships with parents, promotes the best care and provision for pupils.
	Improve the use of our school with support from external providers.	• The school seeks advice from external providers and uses the local offer, which includes SALT, Education Psychologist, STLS, Occupational Therapists, School Nurse, Specialist Nurses, e.g. Diabetic Nurse, etc.
	External and Internal Visits are available for all pupils.	• The school has a model for booking trips that must be adhered to before being approved by the Headteacher. • Staff complete pre-visits to check they are accessible and meet the needs of their class.

OBJECTIVES MOVING FORWARD State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	REVIEW AND NEXT STEPS
To ensure teachers and support staff have the knowledge and confidence to plan for an inclusive curriculum and inclusive environment.	To regularly monitor Teaching and Curriculum offer and suitability for pupils' needs, including staff audit of strengths/weaknesses, to ensure staff have the knowledge and skills to aid pupils in making progress from their starting points. Support staff with implementing new provisions and adjusting resources/strategies, including the use of ICT. ECT teachers monitored me more closely to ensure the provision was implemented. Staff receive training to support pupils' needs.	SENCo Subject Leads SEND Team ECT Mentors SENCo	Ongoing Ongoing Ongoing Ongoing	
All out-of-school and extra-curricular activities are planned to ensure the participation of the SEND/Vulnerable pupils.	Staff to seek opportunities for pupils with a SEND to attend sporting events and other clubs/out-of-school activities. SENCO to monitor involvement through club/activity registers.	Teachers TA who oversee clubs Subject leads SENCo	Termly	
To ensure that staff understand and are supported with how to make reasonable adjustments, so that all pupils can participate in educational visits.	Staff to ensure pre-visits take place a half-term prior to the trip. Staff to seek advice from the SEND team if concerned about the accessibility of a trip. Staff complete risk assessments to support the pupils' participation.	Educational Visits Coordinator & SLT	Ongoing	
Roll out and support staff with new assessment pathways for the wider range of pupils' needs and starting points.	Support staff with clarifying pupils' starting points and assign the appropriate assessment documentation. Monitor the progress of SEND pupils through the 3 assessment points of the year.	Assessment Lead SENCo Headteacher	End of Term 2 2026/2027	

INFORMATION ACCESS				
AIM	Improve the delivery of information to pupils and families with a disability	CURRENT GOOD PRACTICE: Our school uses a range of communication methods to make sure information is accessible. This includes: • Dual-coded signage used in classrooms • Large print resources • Pictorial or symbolic representations • SENCo/SEND Team • The Family Liaison Officer works closely with the SEND team to support collaborative communication with families. • Regular Coffee mornings inviting families in for pupils with SEND. • School website can be translated in to chosen language. • Interpreters and Google Translate are used when necessary to support communications between home and school • Weekly newsletter • Text messages		
OBJECTIVES MOVING FORWARD State short, medium and long-term objectives		ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
To embed the use of instructional alternative communication tools in the school environment.		Dual-coded signage around the school will be a whole-school priority.	SENCo STL Curriculum Leads	End of Term 1 2026/2027
Making communication with EAL families more accessible.		To explore costings for live interpreter services.	FLO SENCo	End of Term 1 2026/2027

Monitoring arrangements

/This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SEND Team, the Headteacher, and the Governing Body. It will be approved by the Standards, Wellbeing and Ethos Committee.

