



Trinity High School

& SIXTH FORM CENTRE

An Independent State Funded Academy

ACCESSIBILITY PLAN 2019-2022

Also to be read in conjunction with:

- *School Development Plan (including premises)*
- *SEN Policy*
- *Equality Policy*
- *Curriculum Policy*
- *Suitability and Condition Surveys*

Reviewed:

Approved by Governing Body:

Review date:

Policy Responsibility:

March 2019

9 April 2019

March 2022

Mrs Duncan

School Policy: available on website

Staff Policy: available on r-drive



ACCESSIBILITY PLAN 2019 - 2022

CONTEXT

Trinity High School & Sixth Form Centre is a comprehensive 13-18 High School. The school comprises several buildings covering a large site. The buildings vary in age and construction from single to four storey buildings. Currently the only lift on site is in the Sports Hall.

1 Introduction

1.1 This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995).

2 Definition

2.1 Disability is defined by the Equality Act 2010 as:

“A person has a disability 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 carry out normal day to day activities.”

3 Key Objective

3.1 To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, with a disability.

4 Principles

4.1 Compliance with the statutory legislation is consistent with the school's aims and Equality Policy and the operation of the school's SEN Policy

4.2 The school recognises its duties:

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled students less favourably
- To make reasonable adjustments to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan

4.3 The school will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality
- Provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students
- Set suitable learning challenges
- Respond to students' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of students
- Personalise the curriculum as far as possible

- Ensure permitted special arrangements are in place for students sitting external and internal examinations (see Appendix B: Exam Disability/Disadvantaged Policy)

5 Activities

5.1 Education and Related Activities

The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teacher advisors, SEN consultants and professionals from the local NHS Trusts.

5.2 Physical Environment

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. Consideration is given, and wherever practicable applied, to improving access, lighting, acoustic treatment and more accessible facilities and fittings.

5.3 Provision of Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

6 Linked Policies

6.1 This Accessibility Plan will contribute to the review and revision of related school policies and documents, including:

- School Development Plan (including premises)
- SEN Policy
- Equality Policy
- Curriculum Policy
- Suitability and Condition Surveys

7 Targets Achieved

7.1 Working within the restrictions of the site, buildings and funding, the school has achieved the following recent developments:

- The needs of students with physical difficulties and sensory impairments have been reviewed and met on an individual basis, including input from the LA and outside agencies
- The purchase of portable ramps, allows easier wheelchair access to ground floor buildings
- DDA compliant fixtures and fittings have been installed where refurbishment works have been undertaken, including colour scheme differentiation and visual fire alarms where appropriate
- The installation of a permanent ramp from the Dining Hall to the tuck area
- The marking of step/stair edges in contrasting paint

8 Current Plans

8.1 The school will continue to consider its duties under the Equality Act 2010 as part of its planning and review cycle and to review the individual needs of students as appropriate.

9 Plan Availability

9.1 The school makes its Accessibility Plan available in the following ways:

- A copy is held in the school offices alongside the H&S documentation
- A copy is posted on the school website
- A copy can be emailed or posted on request

9.2 The school will endeavour to make the plan available in alternative formats on request.

10 Action Plan
See Appendix A

Reviewed March 2019

Action to date

- From 2005 – 2010 three disabled toilets have been installed in three separate blocks.
- All new build/refurbishments (Technology 2005, Science Labs 2008/09, Music Suite & Conference Room 2012 and Sixth Form Centre 2013, The Bridge, 2015) have been DDA/EA compliant.
- Portable ramps have been purchased to allow increased access to ground floor areas.
- Steps leading from the Dining Hall to the tuck area were replaced with a permanent ramp during the construction of two external canopies in 2016
- Stair edging strips have been painted both internally and externally to assist visually impaired users of the building
- Individual needs are taken into account eg car park spaces are allocated nearest to the work base

Further Action Required

Refurbishment work to incorporate the following wherever reasonably practicable:

- Improved access
- Acoustic treatment
- Differentiated colour schemes
- More accessible fixtures and fittings

Work to allow wheelchair access to the upper floors would require major refurbishment and capital investment and is therefore not practicable at present.



EXAM DISABILITY/DISADVANTAGED POLICY

The following policy relates to candidates during examinations and should be applied in addition to the following policies:

- **Equality Policy**
- **SEN Policy (which includes Access Arrangements)**
- **Accessibility Plan**

WHEELCHAIR USERS

The main exam rooms (Hall and Gym) are on the ground floor of the school giving adequate access for wheelchair users.

USE OF CRUTCHES

The main exam rooms (Hall and Gym) are on the ground floor of the school giving adequate access for wheelchair users. However, if a candidate such suffer injury during the examination period and had been timetabled for a different venue, we have a contingency of available exam venues on the ground floor to accommodate this.

BROKEN ARM/COLLARBONE/WRIST/FINGERS OR SIMILAR COMPLAINT

As soon as the centre is aware of the injury, the candidate will be supplied with either a Scribe, Laptop and/or extra time for the exams, depending on the nature of the injury.

VISUAL IMPAIRMENT

All exam rooms are well lit and candidates are sat at the front of the venues to give clear sight of the clock, etc. Candidates are also permitted to use coloured overlays and/or have examination scripts copied onto coloured paper. Testing by the school's SENCo is carried out prior to exam season to determine suitability.

HEARING IMPAIRMENT

Candidates with hearing impairments are sat at the front of the venues.

LONG TERM ILLNESS OR DISABILITY

Candidates with a long term illness or disability that makes travel to the centre difficult may sit their examinations at a Medical Facility or at home, with the permission of the individual exam boards.

LEARNING DISABILITIES

Candidates are assessed in centre by the school SENCo and are permitted the use of a Scribe, Reader, Word Processor, rest breaks and/or extra time.

GENERAL ILLNESS

If a student is unwell during the exam season, (invigilation staff permitting) the centre will move the candidate to a smaller/separate room for the exams.

SPECIAL CONSIDERATIONS

If a candidate is disadvantaged before or during the Examination season, the school will refer to the JCQ guidance on Special Considerations. If applicable, an application will be made with the Examination Boards for Special Considerations. A record of this will be kept until after the deadline for enquiries.