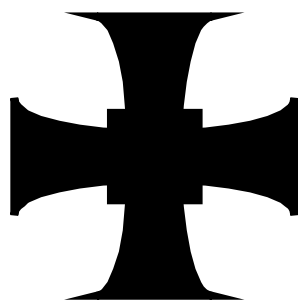


TRINITY SCHOOL CARLISLE



A CHURCH OF ENGLAND ACADEMY

ACCESSIBILITY PLAN

Premises Committee

Reviewed: January 2024

Approved by the Premises Committee: January 2024

Ratified by the full Governing Body: March 2024

Next review: January 2025

1. INTRODUCTION

Trinity School occupies a large site extending along the full length of Strand Road and is close to the centre of Carlisle, access from which is via a subway which, with both steps and ramps, provides safe access to and from the school for both pedestrians and wheelchair users, by avoiding a busy inner city dual carriageway. The school is a Church of England Academy with 1,700 students aged from 11-18, 350 of whom are in the Sixth Form and approximately 200 teaching and support staff on site.

Students are of all ability ranges, with approximately 5% having special educational needs, and the school is designated as a strategic resource for the hearing impaired.

The present school was formed in 1968 from an amalgamation of three separate schools: the former Carlisle Grammar School, a large Victorian sandstone building located at the western end of the site which now houses the Sixth Form Centre, and two further schools built in the 1940's (Creighton School for Boys and Margaret Sewell School for Girls) and enjoys extensive outdoor space to the rear of the site and two attractive and secure courtyards for students to pursue outdoor activities. A 4-phase redevelopment programme was completed in 2012; as well as a new Science/Technology/IT building, the two existing 11-16 schools were extensively upgraded. Wherever possible, DDA compliance was observed: ramps replaced steps, passenger and platform lifts were installed, soundfield systems introduced in each department and a dedicated SEN Department provided with renovated spaces. At present there are no students with a physical disability in the Sixth Form.

The school benefitted from a new Sports Hall following the demolition of the old Sports Arena due to flood damage. The new Sports Hall is fully DDA compliant and was operational from April 2018.

Trinity School aims to provide a curriculum accessible to **all** its students, differentiated to meet individual needs and abilities and free from discrimination on any ground. This plan aims to ensure that, through careful planning, barriers to learning are, over a period of time, eliminated.

2. AIMS AND OBJECTIVES

- To ensure that all students have equal access to a broad, balanced and differentiated curriculum.
- To provide access to the curriculum for disabled students without disadvantaging the education of other students in the school.
- To ensure disabled students can participate fully in extra-curricular activities, clubs and school trips.
- To continue to improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided, and to improve the availability of accessible information to any disabled person.
- To challenge negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.
- The Accessibility Action Plan is included as an Appendix to this document.

3. SCOPE OF THE PLAN

3.1 Increasing the extent to which disabled students can participate in the school curriculum

- to monitor those areas of the curriculum that are normally difficult for disabled students to access; where necessary, re-rooming to more easily accessible classrooms.
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;

- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

The school plans to monitor access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

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

As described above, the recently completed redevelopment of the school has provided a much enhanced environment for disabled students and visitors, including disabled toilet facilities and an assisted shower with hoist. A number of Blue Badge parking spaces in close proximity to the main school entrance have been provided. The school will continue to 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, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Trinity School will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school will monitor ways to improve the delivery of written information to students, staff, parents and visitors with disabilities. The school will make full use of local services, including those provided through the LA, for providing information in alternative formats (e.g. Braille or audiotape) when required or requested.

The school's Specialist Assessor will continue to assess pupils for Irlen's Syndrome whose access to the curriculum is reportedly or observably impaired by their difficulty in reading text on a white background. Those assessed as having Irlen's Syndrome will be supported by an Individual Education Plan. The school will seek to ensure that all photocopying will be completed on off white recycled paper, that assessments are printed on the appropriate coloured paper.

The school will continue to follow the advice of medical professionals regarding sensory difficulties, for example allowing pupils to wear noise cancelling headphones in cases of noise sensitivity.

3.3 Financial Planning and Control

The Headteacher, with Senior Leadership Team, together with the Finance & General Purpose Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time the School Accessibility Plan actions will be integrated into the School Development Plan.

Trinity School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

4. IMPLEMENTATION

4.1 Management, Coordination and Implementation

- The Governing Body has overall responsibility for the operation and monitoring of this plan, which it delegates to the Premises Committee via the Finance & General Purpose Committee.
- The Business Manager has responsibility for the co-ordination of the physical and information access aspects of this plan.
- The Special Educational Needs Co-ordinator (SENCo) is responsible for co-ordinating the aspects of this policy that relate to the curriculum.
- Full use will be made of the LA's guidance on School Access Plans.
- Having liaised with the SENCo, the Business Manager will report to the Premises Sub-Committee each spring term on progress towards full accessibility and will also plan and cost a yearly programme of physical improvements to the buildings and site for the Finance and General Purpose Committee to consider as part of the annual budget plan.
- The SENCo will plan and cost the required staff training each year, and will forward the plan to the Headteacher to consider as part of the annual staff development plan.

4.2 Monitoring

Trinity School recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning. Areas to be monitored include:

- Improvement in physical access to the school site as required (e.g. in the Sixth Form Centre provision of a ramp for access, ensuring ground floor classrooms allocated for students with mobility problems, disabled toilet facilities provided).
- Provision of information and training for staff to ensure that they are able to support students with a range of disabilities, that they have high expectations of all students, and that they strive to remove barriers to learning and participation.
- Information and training provision to enable staff to conduct lessons and meetings in a user-friendly way.
- Success in meeting identified targets.
- Recorded evidence that increased numbers of students with disabilities are actively participating in all areas of school life.

4.3 Accessing the School's Plan

This will be done through:

- presentation in a section on the school website open to all visitors to the site
- mention in the Headteacher's newsletter of the availability of the plan.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of students/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools including special schools;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- ensuring that Trinity School is aware of all support services that provide advice to schools and staff.

5. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme, Policy/Objectives
- Staff Training and Development Plan
- Health & Safety
- Teaching Outside the Classroom & Visits Policy
- Expectations for Learning Behaviour Policy
- School Development Plan
- Asset Management Plan
- Complaints Procedure

Trinity School Accessibility Plan

Date of Accessibility Plan: 29th January 2024

The plan was approved on: 29th January 2024

Date for next Review: January 2025

Senior Member of staff responsible for the Plan: Mr D Foulkes, Business Manager

Governors & Committees responsible: *Chair of Governors, with the Joint Vice Chairs of Governors, the Senior Leadership Team, and the Chairs of:*

- *Premises Committee*
- *Curriculum & Staffing Committee*
- *Finance & General Purpose Committee*

TRINITY SCHOOL ACCESSIBILITY PLAN 2024-2025**IMPROVING THE PHYSICAL ACCESS AT TRINITY SCHOOL SIXTH FORM CENTRE**

Targets	Strategies	Timescale	Cost £	Responsibility
To ensure that all plans for refurbishment and development of the Sixth Form environment are compliant with the principles of increasing accessibility to students and the whole community.	All developments are subjected to consultation with appropriate outside agencies or advisers.	Long term, on-going	TBA	
<ul style="list-style-type: none"> Incorporation of appropriate colour schemes, lighting, window treatments, etc. as funds allow. 	As part of ongoing rolling programme.	On-going as funds allow		
<ul style="list-style-type: none"> Improve physical access as funds allow. Consider the installation of specialist facilities such as sound loop systems in public areas, sound-field systems in classrooms, stair lift to first floor, disabled WC facilities. 	Planned use of minor capital delegated funds or within major capital project funding where appropriate	As funds allow	TBA	