



**Holy Trinity
Church of England (VC)
Primary School
Halstead
www.holytrinityhalstead.com**



ACCESSIBILITY PLAN

*‘We are an inclusive,
aspirational school that builds a
kind and resilient community’*

Owner: S Rowe & S Passfield

Signed off: March 2026

Signed off by: S Rowe

Date of review: Spring 2029



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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 Primary School we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and **balanced curriculum** and have high expectations for all children. The achievements, attitudes and well-being of all our children matter

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, 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 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.

Purpose of Plan

This plan shows how Holy Trinity Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

Contextual Information

Holy Trinity C of E (VC) Primary Halstead has an original footprint dating back to 1845. The original school (Victorian Part) is a single storey building with additional rooms added



between 1845 and 1919. The building comprises three classrooms, two single toilets, two cloakrooms, a SEND Office and a library. Two additional single storey toilet blocks for girls and boys were added post 1960. The interior floor covering is a mix of carpet and linoleum with no internal steps or raised thresholds. This area of the school is accessed from the playground via five doors.

(A) Rear access SEND Office

(B) Access to Zen Den

(C) Access to Year One

(D) Access adjacent girls toilet block

(E) Early Years Foundation Class

One door (D) adjacent to the girls toilet block/playground provides suitable access for wheelchair users. Three doors (A)(B)(C) facing the playground and churchyard have steps up to the door threshold. Not suitable for wheelchair access. There are safety handrails in place and exterior emergency lighting. Each exit door has an internal fire alarm call-point. The remaining door (E) leads off the Early Years outdoor area and has steps down into the classroom. Not suitable for wheelchair access. Wheelchair access to this classroom would be via the door (D) adjacent to the girls toilet block.

The middle section of the school built 1970 is single storey with main access points suitable for wheelchair access. The building is connected to the Victorian part of the school. Two doors, one at the rear of the boys toilet block has steps and is not suitable and the rear door to Year Four leads out to a level area which has a step up to the path level. The interior flooring is a mix of carpet and linoleum. Fire alarm call-points at each exit and exterior emergency lighting. Internally where there are any ramps there is a safety handrail. The main entrance to the school via a foyer is level and suitable for wheelchair access. There is a disabled toilet with level access near to the school main entrance.

The upper school area is connected to the middle school area. The door leading out from Year Five has steps down and is not suitable for wheelchair access. The door leading out from Year Six goes out to a level tarmac surface. Internal corridors are suitable for wheelchair use. Access to the sports hall is level both internally and externally. The hall is also used for seating for school meals. External emergency lighting via all exits. Fire alarm call-points via all exits. Floor covering a mix of carpets and linoleum. A second disabled toilet is available by the school hall and also houses an electric rising changing bed.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities. In School we have a range of neurodiverse needs such Autism, Attention Deficit Hyperactivity Disorder and Oppositional Defiant Disorder. We have a number of children with global developmental delay and a small number of children with mild sight difficulties. We also have a child with an Ileostomy bag and a child being peg fed.

Increasing access for disabled pupils to the school curriculum.



Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access AET Training with Essex County Council	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities



Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel
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Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the One Plan process when required	As required	SENCO	One Plans / Risk Assessments and / Care Plan and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
	Ensure staff aware of Environment Access Standard			



Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all
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Target	Strategies	Time-scale	Responsibility	Success criteria
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENCO SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	ICT	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access (School House excepted) Egress routes visual check	On-going and as required and as appropriate Weekly	LA Site Manager	All disabled staff, pupils and visitors able to have safe independent egress



Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time- scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	KS1/office School Office Office/ Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information



Annual review information to be as accessible as possible	Develop child friendly One Plan review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
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Targets	Strategies	Time- scale	Responsibility	Success Criteria
Languages other than English to be visible in school	Some welcome signs to be multilingual if a need arises.	2026-2029	EAL co- ordinator	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	2026	Office	All can access information about the school

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 headteacher.

It will be approved by the governing board.

5. Links with other policies



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

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

S Rowe and S Passfield 2026