



Durham Trinity School
& Sports College

Nurture, Believe, Thrive, Succeed

Accessibility plan 2022 - 2025

Approved by:	Full Governing Body	Date: 09.11.2022
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Next review due by:	July 2025	

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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.

Durham Trinity School and Sports College's vision:

Fully inclusive and appropriate education is provided for the **whole child**.

A holistic and nurturing approach to support pupil's social, emotional, communication, mental health and wellbeing at the **appropriate level to the child**.

A curriculum that develops skills and knowledge, alongside opportunities to apply and develop life skills.

Physical activities to develop creativity, resilience and risk taking whilst becoming healthy and active young people.

Staff specialism and bespoke skill set ensures that **each child is inspired, and reaches their full potential – physically, mentally and academically**

Creative and innovative activities to **challenge and develop thinking skills for all pupils no matter their SEND**.

Pupil's achievements and milestones are **celebrated no matter how small**.

Pupils are society ready and **ready to take on their next steps in life** – aiming high in life.

Staff are outward looking – (beyond the norm, outside the box) to ensure **all pupils needs are met and to drive the school forward**.

Durham Trinity School and Sports College's ethos:

A **safe, nurturing** environment where all pupils, staff and parents thrive

An open and honest school where we all trust each other

Everyone is here to **work together and support each other reach their full potential**

School is a happy and vibrant place where innovative and creative practice takes place where it is ok to make a mistake or **take risks**

The school community has a **total communication approach and is accessible for all**.

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.

Durham Trinity School and Sports College accesses support and training from Durham County Council's Equality Team.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aims	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
A) Increase access to the curriculum for pupils with a disability	<p>Our school offers an adaptive and appropriately challenging curriculum for all pupils across 5 different pathways: Formal, EYFS/Primary Semi-Formal, Secondary Semi-Formal, Autism Discrete Semi-Formal and Pre-Formal.</p> <p>Pupil's have individualised Learning Intentions which are small steps working towards their EHCP outcomes.</p> <p>Pupil Progress is measured using MAPP (Monitoring and Assessing Pupil Progress). MAPP monitors and assesses</p>	To further develop the curriculum for all pathways; that is sequential, broad, ambitious and challenging, meeting all pupils needs whilst pupils make good progress.	<p>Pathway Leader and AHT to audit Evidence for Learning half termly and lead on RAP meetings each term, providing any follow up actions for teachers.</p> <p>Semi-formal pathway leaders to write a sequential curriculum from EYFS to Yr 11.</p> <p>New roles and guidance established for all teachers to replace subject coordinator roles.</p> <p>Teachers in new subject roles creating a working document for different areas of curriculum including Preparation for Adulthood.</p>	<p>Pathway Leaders and Assistant Headteacher (pupil progress).</p> <p>EYFS/Primary and Secondary Semi-formal Pathway leaders.</p> <p>DHT Curriculum Lead.</p> <p>Teachers</p>	<p>Half termly audits</p> <p>Termly RAP meetings</p> <p>Year 1 – February 2023</p> <p>Year 2 – May 2023</p> <p>Year 3 – October 2023</p> <p>October 2022</p> <p>Termly or sooner adding new information</p>	<p>Good quality evidence of pupils making good progress towards their Learning Intentions and EHCP outcomes.</p> <p>Sequential pathway curriculum from EYFS to Yr 14 for a 3 year programme</p> <p>Teachers are well informed and understand their curriculum role from a clear document</p> <p>A working document for each area of Equals and Prep. For Adulthood providing resource ideas to support curriculum delivery. Quality of teaching is good to outstanding; teaching which</p>

	<p>ipsative progress (with no pupil measured against another but simply measured against themselves) against individually tailored Learning intentions, which are not subject specific and which are based upon the pupil's EHCP outcomes.</p>		<p>National Tutoring programme in place.</p> <p>Thrive Interventions embedded and practitioners write action plan for classes.</p> <p>Talented and Gifted PE intervention to be introduced, followed by a development G&T intervention.</p> <p>Life skills intervention to be introduced.</p> <p>Leaders gather a range of evidence</p>	<p>AHT (pupil progress) and Intervention HLTAs.</p> <p>Thrive Practitioners and class teachers.</p> <p>Director of Sports</p> <p>Life skills Intervention teacher</p> <p>Middle and Senior</p>	<p>Reporting 3 x a year starting October 2022, linked to census.</p> <p>End year statement July 2023.</p> <p>Start End of Oct/Beg of November 2022.</p> <p>End of year progress report – July 2023.</p> <p>Interventions trackers grids and</p>	<p>includes broad and ambitious learning opportunities that meet needs and challenges all pupils.</p> <p>Clear good quality evidence on intervention trackers and Evidence for Learning of pupils outcomes improving.</p> <p>Pupils gaps identified and needs met, with pupils making good progress.</p> <p>Further curriculum development will focus on Play and Continuums in 2024/25 being tailored for each pathway.</p> <p>Pupils developing their physical skills and confidence – evidence on E4L and trackers. Gifted and talented sessions are embedded and continue into</p>
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			<p>from curriculum delivery and interventions to capture evidence of improved pupil outcomes.</p> <p>Parent Information Sharing session – demo for accessing Evidence for Learning (E4L) app for parents to access.</p> <p>Introduce to all parents.</p> <p>Invite parents into classes</p>	<p>leaders</p> <p>AHT (pupil progress)</p> <p>AHT (pupil progress) and teachers sharing at least 2 pieces of work each week with parent/ carers</p> <p>Leaders model</p> <p>Teachers</p>	<p>E4L audited half termly.</p> <p>September 2022</p> <p>From 31st October 2022.</p> <p>Review termly.</p> <p>Spring/Summer 2023</p> <p>Summer / Autumn term 2024</p>	<p>2024/25</p> <p>Pupils developing independent, life skills and confidence – evidence on E4L and trackers.</p> <p>Pupils making good progress and achieving Learning Intentions linked to preparation for adulthood</p> <p>Information Sharing Sessions are now an annual event at the start of the new academic year and focuses specifically on the different pathways, whilst opportunity to meet staff in their classes. Parents are knowledgeable about how to access evidence of their child's learning.</p> <p>EYFS/ Primary Semi-formal Classes have trialled 'Stay & Play Sessions' This will be expanded to</p>
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<p>The school was part of a Reading Audit by DfE (March 2022). Strengths and developments were identified:</p> <p>Staff employ a wide variety of individualised, personalised communication, language and reading activities across the three pathways to meet the needs of pupils.</p> <p>The teaching of phonics is well embedded; children who are able to, do learn to decode and read and enjoy reading.</p> <p>Individual members of staff are also championing developments to how communication, language and early reading are taught. Staff recognise the needs/gaps in children's language skills, even at the</p>	<p>The introduction of a reading SSP programme which will include a rigorous and sequential approach to the reading curriculum, by assessing attainment and identifying gaps.</p>	Staff audit to take place and analysis to plan future staff training.	Reading leader	October 2022	rest of the school in 2024/25 with 'Meet, Greet & Eat' sessions for Secondary & post 16 classes.
		Purchase SSP programme.	Reading leader	October 2022	Parents able to access E4L for their own child, adding a comments or/and their own evidence of learning at home.
		Training needs and resources identified and delivered.	Reading leader	December 2022	Parents are knowledgeable about our curriculum and are able evidence learning outside of school linked to EHCP outcomes.
		Pupil Reading baseline assessments to take place, identifying gaps.	Reading leader, AHT and teachers	Spring 2023	Staff training needs identified and addressed through training.
		Parent Reading information session	DHT & Reading leader	Spring/Summer 2023	Essential Letters and Sounds is a SSP programme validated by DfE.
		SSP programme implemented.	Reading leader	Spring 2023 onwards	Teachers know where the child is working at regarding Reading and plan and address next steps.
		Reading assessed using continuum and plan next steps.	Reading leader and teachers	Summer/ Autumn 2023 - ongoing	Parents understand 'what reading looks
		Sharing good practice across staff	Reading leader and teachers	Summer 2023 into 2023/24.	

	<p>earliest stages. A small number are trialling Blanks and the development of a language pathway in the secondary phase.</p>		<p>team.</p> <p>Appropriate reading resources purchased</p> <p>Appropriate reading materials are accessible and used within learning activities and the home.</p>	<p>Reading leader</p> <p>Reading leader and teachers</p>	<p>November 2022 – January 2023</p> <p>Summer 2023 onwards</p>	<p>like at Trinity' and where to access more information. A further Reading Information Session is planned in 2024/25 specific to the different pathways – Sept 24</p> <p>All pupils are accessing appropriately challenged reading and communication/ early reading activities and making good progress on the continuum and their Learning Intentions</p> <p>Decodable books and online ELS resources available to staff pupils and families. However more reading resources are needed to be purchased..</p> <p>Teaching of reading is good.</p>
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	<p>Durham Trinity were part of the Primary Gatsby Pilot programme (2019-21); training was provided for staff, job boxes created and case studies shared of good practice from across the school.</p>	<p>To create and embed a Preparation for Adulthood continuum to include essentials skills and experiences in preparation for the stage in pupil's education and careers.</p>	<p>A detailed Preparation for Adulthood Continuum will be created.</p> <p>Staff will use this to create PFA outcomes for their EHCP's and break these down to create Interim Steps and MAPP Learning Intentions based upon the PFA areas too.</p> <p>Regular audits to be completed against the Gatsby Benchmarks.</p> <p>Evidence of Careers/ Preparation for adulthood evidenced on Evidence for Learning.</p> <p>Tracking of all Careers opportunities and experiences and analysis of gaps in</p>	<p>Autism Semi-Formal Pathway lead in conjunction with AHT and SENCOs</p> <p>All Staff</p> <p>AHT and SENCO's to audit with support from pathway leads</p> <p>AHT – CEIAG</p> <p>All staff</p> <p>All staff with AHT for CEIAG taking responsibility for adding data</p>	<p>Spring/ Summer 2023</p> <p>Initial baselines completed October 22 with review taking place in January/February and May</p> <p>At least twice per year</p> <p>Ongoing</p> <p>Ongoing</p>	<p>At least 5 of the 8 Gatsby Benchmarks are met.</p> <p>Robust Moderation and auditing process in place. Learning Intentions, Interim Steps and EHCP Outcomes are created using the Preparation for Adulthood Continuum to support and guide all staff.</p> <p>Pupils make good or better progress towards their learning aims.</p> <p>Learning opportunities with reference to CEIAG and PFA are clearly planned for, tracked, evaluated and evidenced using Evidence for Learning.</p> <p>Staff feel more confident when delivering CEIAG</p>
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			<p>these experiences.</p> <p>Support for staff to deliver careers related learning opportunities in a cross curricular way.</p> <p>Curriculum delivery and individual support/guidance will lead to successful destinations in education, training or employment</p>	<p>AHT – CEIAG</p> <p>All Staff</p>	<p>CPD session to take place in October 22</p> <p>Ongoing</p>	<p>and PFA opportunities as part of their curriculum offer.</p> <p>Further training needs were identified and took place (October 22)</p> <p>Work experience developed in 2023/24 internal and external opportunities for Secondary and Post 16 students.</p> <p>Pupils go on to personalised and successful destinations in education, employment or training. No pupils NEET.</p> <p>Pupils levels of independence are increased (at an appropriate level) to support them in their adult lives.</p>
	<p>The school have a designated provision to teach pupils with complex autism.</p> <p>The rooms include</p>	<p>Develop SCERTS framework within the Autism Discrete Provision to assess and implement interventions to support pupils to regulate their</p>	<p>Key members have been introduced to the SCERTS framework. New staff receive induction</p> <p>Key knowledge secured: identifying</p>	<p>Autistic CYP Provision Team Leader</p> <p>Autistic CYP Provision Team</p>	<p>Autumn 2022 onwards</p>	<p>The school have moved away from formal SCERTS due to lack of training opportunities, instead school is</p>

	access to a group room adapted to needs of pupils, toilet and a purposeful outdoor play area to support pupils to feel regulated.	emotions and communicate their needs.	<p>communication stage, how to assess, how to select outcomes and support and what will you see in activities</p> <p>Recording and planning secure</p> <p>Cross professional training-initiated OT/ SALT/ SCERTS Team including visits to other setting and core staff opportunity to take part in full SCERTS training</p> <p>Walk through a case study of SCERTS throughout year 1 from each class. What is perspective of teacher, SALT, OT?</p> <p>Data monitoring of evidence spreadsheet, lesson observations, teacher discussion, EfL moderation</p>	<p>Leader</p> <p>Autistic CYP Provision Team Leader</p> <p>CPD Lead</p> <p>Autistic CYP Provision Team Leader</p> <p>Autistic CYP Provision Team Leader Assessment Lead</p>	<p>Summer 2023</p> <p>Spring 2023 onwards</p> <p>Spring 2023</p> <p>Autumn 2022 onwards termly</p> <p>Summer 2023</p>	<p>working closely with Independent SaLT to implement Gestalt Learning Processing and use of AAC – ipad apps to support the most complex pupils to communicate their needs.</p> <p>There has been an increase in classes in the Specialist Autism Pathway (SAP) 4 to 6 (Sept 23).</p> <p>Clear identification of pupil need in place across the provision</p> <p>Pupils have personalised and clear emotional and communication strategies in place with recognised transactional support form adults and others where appropriate</p> <p>Professional dialogue and shared understanding evident for all core staff in provision.</p> <p>Evidence base of pupils learning</p>
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			Parent SCERTS information sharing of targets and strategies to use in home environment	Autistic CYP Provision Team Leader		established through case studies/ E4L and MAPP. Secure evidence base established showing progress and attainment of learners Parents have been part of the baseline process for Gestalt with staff and SaLT.
B)Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided	<p>The school is a new purpose build special school (November 2014) it has the required adaptations:</p> <ul style="list-style-type: none"> • Drop kerbs • Elevators and fire evacuation plan • Hoists • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair- 	To enable pupils with mobility difficulties to access the back field to access different learning environments and resources.	<p>To request quotes from 3 companies</p> <p>Request staff, pupils and governor views</p> <p>To submit proposal to FGB for additional funding.</p> <p>Whole school funding raising project to support this action,</p>	<p>Director of Resources</p> <p>HT</p> <p>HT & Director of Resources</p> <p>HT, PSA & Director of Resources</p>	<p>March 2023</p> <p>January - May 2023</p> <p>July 2023</p> <p>Sept 2023</p>	<p>Companies have not come forward with quotes, however current budget does not allow this large project. 2024/25 - Launch of Facebook is hoped to elevate funding raising opportunities.</p> <p>However adaptations been made – door hooks on corridor doors and floor mats for Pre-formal classes.</p> <p>Pre-formal classes have access to 2 swings at the top of the back field.</p> <p>Outdoor learning teacher appointed</p>

	<p>accessible height</p> <ul style="list-style-type: none"> • Clear signage (Makaton) <p>DTS&SC is an OPAL (Outdoor Play and Learning) School since January 2018 – an audit and development plan are in place. Staff training taken place to promote the development of outdoor space and play.</p> <p>Parent awareness sessions have taken place.</p> <p><i>OPAL working party in place</i></p> <p>Sensory room created 2017 with switch activated equipment.</p> <p>3 classes within the Pre-formal Pathway with an adapted curriculum.</p>					<p>– Sept24.</p> <p>Pupils access outdoor learning in different areas of the school- younger pupils in their play areas and older students from the Secondary/Post 16 Semi-formal pathway access the back field.</p> <p>However, further work is required for Outdoor Learning accessibility for the back field and OPAL developments in the different areas of the school.</p> <p>Pupils with high complex needs are able to access an individualised curriculum and make progress.</p> <p>Pre-formal leader working with IT Manager on apps for switches – to implement 2024/25.</p> <p>Pre-formal leader</p>
		To provide technologies and devices to allow pupils with PMLD & SLD to take control of their environment	<p>To research into new technologies available to support activities and the classroom environments</p> <p>To write an action plan/ proposal and submit to Governors for approval for additional funding.</p>	<p>Pre-formal teachers</p> <p>Pre-formal Pathway leader with support from HT.</p>	<p>Spring 2023</p> <p>Summer 2023</p>	

			<p>To trial new devices/ technologies.</p> <p>To follow a 3 yr programme of purchasing and introducing new devices and technologies.</p> <p>Review the use of the sensory room.</p> <p>Audit staff training needs in the sensory room.</p> <p>Provide staff training to use the sensory room to it's full potential.</p> <p>Staff plan and implement training and activities ideas linked to pupil's learning intentions.</p>	<p>Pre-formal teachers</p> <p>Pre-formal Pathway leader</p> <p>HT</p> <p>HT</p> <p>Identified staff</p> <p>Class staff with support from teachers</p>	<p>Autumn 2023</p> <p>Spring 2024 onwards</p> <p>December 2022</p> <p>December 2022</p> <p>Spring term 2023</p> <p>Summer 2023</p>	<p>communicating with specialist in this area of switch adapted equipment.</p> <p>Pre-formal leader annual action plan in place. Require a 3 yr plan.</p> <p>Pre-formal teachers, leaders and governors are knowledgeable of the type and range of devices and technologies available to support pupils with complex needs.</p> <p>2024/5 -Further work on Sensory Room required – new staff and refresher for others..</p> <p>Teaching is good to outstanding.</p> <p>Pupils make good progress towards their learning intentions and EHCP outcomes.</p>
C)Improve the availability of	The school uses Makaton	Ensuring a consistent Total	Communication and Interaction	Pre-formal leader and Reading leader	November 2022	Total Communication

accessible information to disabled pupils	symbols and signs to support a Total Communication Approach.	Communication Approach to the quality of education for all pupils.	Continuum created and shared with staff. Speech and language training for staff on visuals and strategies. Staff implement appropriate communication strategies in classroom environment, within resources and during transitions	SaLT	End of October 2022	approach evident across the different pathways – Makaton signs, symbols, introduction of Blanks and Gestalt (Spring/Summer 2024) Further work on Gestalt, transitional boards and Intensive Interaction will take place in 2024/25 with different pathways and identified students.
			Teachers use the Communication & Interaction continuum to support the writing of Learning Intentions – next steps.	Teachers	Lesson observations termly.	Communication and Interaction continuum in place and embedded supporting baseline, planning and assessments.
	The school was part of a RSE curriculum pilot with DCC and a RSE curriculum is in place (2021), for	To strengthen Secondary RSHE provision in school to support emotional wellbeing, resilience and personal	New RSE lead in role in place.	SLT	Spring and Summer 2023 Learning Intentions.	
			RSE lead baseline and assess pupils across Secondary dept to know their	RSE lead	September 2022	Sonya McCarthy – RSE lead has been teaching across Secondary and Post 16 Semi-formal Pathways since

	<p>all pathways and staff have completed training. RSE coordinator liaises with school nursing team, school counsellor and school Safeguarding Team.</p>	<p>development and develop further opportunities to ensure learners make informed choices around personal self-care, personal safety and understanding of the society in which they live.</p>	<p>learning styles and abilities.</p> <p>RSE Curriculum reviewed and adapted.</p> <p>RSE Evidence for Learning shared with parents</p>	<p>RSE lead</p> <p>RSE lead</p>	<p>End of October 2022</p> <p>Summer 2023</p> <p>Summer 2023</p>	<p>Sept 22.</p> <p>RSHE lead has supported and provided training for more complex pupils in the Pre-formal and Specialist Autism Pathway.</p> <p>An additional teacher introduced to teaching RSHE for KS3 classes – Sept 2024</p> <p>Pupil progress in RSE evident on E4L and shared with parents and teachers.</p> <p>Parents were invited to Parent Coffee morning – further sessions planned for 2024/25.</p>
	<ul style="list-style-type: none"> • SENCOs have created a system of writing EHCP outcomes with teachers that are linked to need and the 4 areas of the EHCP. Interim reports provide feedback on the pupil progress towards these outcomes. 	<p>To develop and use pupil voice as part of EHCP process and Prep for Adulthood to determine aspirations and to set future outcomes.</p>	<p>SENCOs create adapted pupils voice for pupils attending the different pathways,</p> <p>Teachers/pupils record pupil voice using the adapted resource</p> <p>SENCOs report on pupil voice for</p>	<p>Primary & Secondary SENCOs</p> <p>Teachers</p> <p>SENCOs and teachers</p>	<p>September 2022</p> <p>3x annually</p> <p>July 2023.</p>	<p>Pupil voice is embedded in the EHCP process – format continues to be adapted. However, social care have commended this work by SENCOs and have taken a copy to use for their own services.</p>

			Preparation for Adulthood and to use this information to set future outcomes during the EHCP review process			
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4. 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 Curriculum Standards Committee & SLT.

It will be approved by Curriculum Standards Committee.

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 storeys accessed by three staircases and 2 lifts.	Stairwell walls extended	DCC	Dec 2019
Corridor access	All corridors are wide and accessible to all. Door hooks have been added to support pupils in wheelchairs. Displays at the appropriate height for the needs of pupils.	n/a	n/a	n/a
Lifts	1 accessible lift and 1 person lift.	n/a	n/a	n/a
Parking bays	3 accessible parking bays, staff with risk assessments have a allocated parking space in the car park. Parking is limited, currently staff also use DCC County Hall car park – permits provided from September 2024. DCC have agreed to carry out a feasibility study to look into extending the car park.	Feasibility Study	DCC – Jim Murray.	July 2025.
Entrances	All entrances are accessible through wide doors and main entrance with wide automatic door.	n/a	n/a	n/a
Ramps	No ramps	n/a	n/a	n/a
Toilets	Various accessible toilets on all floors	n/a	n/a	n/a
Reception area	Accessible height and hatch	n/a	n/a	n/a
Internal signage	All readable in braille with some additions of Makaton symbols	n/a	n/a	n/a

Emergency escape routes	All marked and kept clear. 3 refuge points on the first floor.	n/a	n/a	n/a
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