



Our mission - 'To create and sustain an inclusive and outstanding learning community for all, rooted in the teachings of Jesus Christ, in which all will aspire to excellence in learning, teaching and care for one another, so all will achieve and grow as unique individuals made in the image of God'.

Our Core Values;

Faith, Aspiration & Unity

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic and Church of England Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

ACCESSIBILITY PLAN

Accessibility Plan - Document Status			
Date of review completion	July 2026	Named Responsibility	Buildings, Health & Safety and Safeguarding Committee (JD)
Date of Policy Adoption by Governing Body	September 2026	Next Review Date	July 2028
Policy Basis	Telford & Wrekin Council Guidance - Adapted for HTA		

Holy Trinity Academy

Accessibility Plan

Contents

1. Aims and Duties
2. Legislation and guidance
3. Action plan
4. Monitoring arrangements
5. Links with other policies

Appendix 1: Accessibility audit

1. Aims and Duties

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- i) Increase the extent to which disabled pupils can participate in the curriculum
- ii) Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- iii) Improve the availability of accessible information to disabled pupils

Our Academy is committed to giving all of our students every opportunity to achieve the highest of standards. We do this by taking account of students' 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. HTA Academy promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our academy aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be a reality for our children or any adults associated with our academy without regard to differences in/for:

Girls and boys;
Minority ethnic and faith groups;
Children who need support to learn English as an additional language;
Children with special educational needs;
Gifted and talented children;
Children who are at risk of disaffection or exclusion;
sexual orientation
pregnancy/maternity

This is also known as the Disability Equality Duty (DED) and applies to all disabled students, staff and those using services provided by schools.

The academy will comply with the regulations associated with the Children and Families Act 2014 and the Special Education Needs and Disabilities Regulations 2014.

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA, including protected characteristics;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

The plan will be made available online on the Academy website, and paper copies are available upon request.

Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Academy supports any available partnerships to develop and implement the plan.

Our Academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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.

2. The Duty of the Academy

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA, including protected characteristics;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

3. 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](#).

Definition of Disability:

EQUALITY ACT 2010 The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The DDA 2005 has also extended the definition of disability as follows:

- i) People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- ii) Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out 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.

4. Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability.	Not to discriminate against pupils with a disability in their admissions and exclusions, and provision of education and associated services. Not to treat pupils with a disability less favourably.	Ensure day-to-day availability and access ability to all pupils. Ensure any future planning of curriculum considers the needs of all user groups.	Ensure consideration of needs included on curriculum audit and planning documentation.	Head teacher and SLT	Next review	All pupils have access to the chosen curriculum.

	To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage. The school recognises and values 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. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum framework, which underpinned the development of a more inclusive curriculum. Setting suitable learning challenges. Responding to people's diverse learning needs overcoming potential barriers to learning and assessment for individuals and groups of pupils.					
--	--	--	--	--	--	--

	Targets are set effectively and are appropriate for pupils with additional needs and the curriculum is reviewed to ensure it meets the needs of all peoples.					
Improve and maintain access to the physical environment.	The Academy will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. For example, improved access lighting acoustic treatment and colour schemes and more accessible facilities and fittings. The geography of the premises will ensure wheelchair access on site. The environment is adapted to the needs of pupils as required. this includes: Ramps Lifts Corridor widths Disabled parking bays Disabled toilets & changing facilities Classroom table heights Canteen table heights Minibus accessibility	Ensure day-to-day access for all user groups. Ensure any future building works considers the needs of all user groups.	Ensure consideration of need included on governors or Academy planning documentation In the event of 'lift-failure' that alternative provision is made MIDAS Staff drivers to receive refresher trg on Minibus + accessibility [rear ramps]	Governors, Head teacher, SLT, Site Management Team	Next review	All pupils have access to various parts of the building and this school site.

	Ensure that any future planned re-modelling of the academy increases accessibility and addresses priorities identified in the accessibility audit. Include accessibility in the school improvement plan. Ensure any repairs and replacements to fixtures and fittings increase accessibility where required.					
improve the delivery of information to pupils with a disability	Our Academy uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Visualizers induction loops Pictorial or symbolic representations Ensure disabled students receive handouts, timetables, worksheets, notices, information about school events.	Ensure day-to-day availability an access ability of teaching and learning experience to all pupils. Ensure the needs of any pupils with accessibility needs are catered for.	Continue to monitor considerations of needs due in year 6 to year seven transition Continue to be alert and flexible for any knew midyear admissions pupils	Head teacher and SLT	Next review	All peoples have access to lesson content through a range of supportive resources...

	Ensure information is available in an appropriate format which takes account of student's disabilities, Improving the physical environment of the school where necessary to increase the extent to which disabled pupils can take advantage of education and associated services					
--	--	--	--	--	--	--

Additional:

- Ensure the academy complies with DED.
- Provide training on needs, as the school receives new students with disabilities.
- Parental training on an individual basis for students with disabilities to ensure they reach their potential.
- Plans to support parents of students with individual needs as they enter the Academy.
- Continue to promote diversity, through recognition of and support for students with disabilities,
- Ensure that any student with a disability has their needs dealt with in a manner that does not make them feel humiliated, embarrassed or ashamed. They understand that they will be respected, have a choice in making decisions about their care and will feel safe
- Equality information needs to go on our website or be published somewhere in our academy.

5. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.
It will be approved by governing body.

6. 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 (SEND) policy
- Curriculum policies
- Any building or site development plans
- Equal opportunities policy

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys / floors				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				