



# ACCESSIBILITY PLAN

## HULL TRINITY HOUSE ACADEMY



<b>Approved by:</b>	Daniel Flack	<b>Date:</b> September 2025
<b>Last reviewed on:</b>	September 2024	
<b>Next review due by:</b>	September 2026	

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## Accessibility Plan Regulatory Requirements

Schools and academies 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.** This covers teaching and learning and the wider curriculum including participation in after-school clubs, leisure and cultural activities and academy visits.
- **Improve the physical environment of the school** to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- **Improve the delivery of written information to disabled pupils.** This will include planning to make the written information normally provided to pupils by the academy available to disabled pupils.

## Definitions

Disability is defined in 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 their 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 dyslexia, autism, speech and language impairments, ADHD, sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools and academies 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.

This policy complies with our funding agreement and articles of association.

## Aims

We aim to ensure that all pupils, regardless of disabilities or learning needs, have equal access to the academy. We strive to ensure that every pupil can take part in the whole school curriculum. We are committed to an inclusive curriculum and increasing access to the academy’s facilities for all. To achieve this the following will be put in place:

- Periodic completion of accessibility audits using the template in Appendix 2
- An accessibility plan will be written in response to the audit using the template in Appendix 1
- Sufficient time and resources will be assigned to implement the plan
- The accessibility plan will be subject to ongoing monitoring and review and will be fully reviewed every three years

### **Publication**

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

### **Links with other policies**

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

- Health and safety policy
- Equality, Diversity and Inclusion policy
- SEND policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Complaints policy



## Appendix 1 – Accessibility Action Plan

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

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
Increase the extent to which pupils with disabilities can participate in the curriculum	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leaders to complete audit to review teaching of protected characteristics</li> <li>• Subject leaders to adapt schemes of learning to increase coverage</li> </ul>	VP	Easter	Pupils understand the protected characteristics and the reasons why adaptations should be made to prevent discrimination
Improve access to the physical environment to increase the	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Elevators</li> </ul>	<p>Write a PEEP for each relevant pupil</p> <p>Train a team of staff to use the Evac chairs</p>	SENCO	Ongoing / annually	Staff and pupils can evacuate the building safely

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
extent to which pupils with disabilities can take advantage of education and the wider curriculum offer	<ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	Arrange termly evacuation rehearsal and record this on Every			and promptly in event of fire
Improve the availability of information to pupils with disabilities	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> </ul> <p>Child-friendly policies Link to the local offer is on academy website</p>	<p>Review website and ensure key information for pupils is easily found</p> <p>Ensure that curriculum and SEND sections of website are jargon-free and that any technical language is clearly explained</p>	VP	Ongoing / annually	All pupils can access information about the curriculum and support for learners with SEND

## Appendix 2: Accessibility Audit Template

<b>School</b>	Hull Trinity House Academy
<b>Date</b>	Jan 2025
<b>Audit Team</b>	DFI, DAy

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
<b>Schedule 1: Approach to Building</b>						
Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.?	Y					Principal/ Site
Are there separate entrances for cars and pedestrians?	Y					Principal/ Site
Is the route wide enough, and free of kerbs?	Y					Principal/ Site
<b>Schedule 2: Car Parking</b>						
Are accessible car parking bays signposted from the car park entrance?		Partial	The bays are the ones nearest to the main school entrance but are not signposted from the entrance to the car park	Install a sign inside the main car park entrance indicating where the car parking bays are	C	Principal/ Site

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are these bays wide enough and long enough to allow transfer onto a wheelchair?	Y					Principal/ Site
Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	Y					Principal/ Site
<b>Schedule 3: External Ramps &amp; Steps</b>						
Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?	N/A		<b>There are no ramps and therefore hand rails are not installed.</b>			Principal/ Site
If no permanent ramp is provided, can a portable ramp be made available?	N/A		A ramp is not required to enter the site			Principal/ Site
Are there suitable steps (as an alternative to the ramp), with easily identifiable step nosings, handrails both sides, and are well lit?	N/A		There are no external steps to access the school site			Principal/ Site
<b>Schedule 4: Main Entrance, Lobby &amp; Reception Areas</b>						
Is the main entrance clearly signposted, well lit, and distinguishable from facade?	Y					Principal/ Site
Can people on each side of the door, either seated or standing, see each other?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
If fitted, are door control systems fitted at heights suitable for all users?	Y		There are not controls accessible by visitors for safeguarding reasons so the door lock must be released by the reception staff		D	Principal/ Site
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y				D	Principal/ Site
Does the door pressure allow ease of access for all users?	Y				D	Principal/ Site
Are thresholds flush and level, and mat wells firmly fixed?	Y				D	Principal/ Site
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y				D	Principal/ Site
If fitted , does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?	N/A				D	Principal/ Site

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is appropriate information signage provided at the Reception, for people with visual impairments or others with lower sight levels (wheelchair users)?		50%	Signage is accessible for those with lower sight but not for visually impaired	Needs to be reviewed	B	H&S Coordinator
Have front line staff (reception) had access awareness/ equality training?	Yes		Educare training completed yearly on Awareness of Equality and Diversity		D	SEN COordinator
<b>Schedule 5: Corridors, horizontal movement and activity spaces</b>						
Are corridors a minimum width of 1200mm? (Better to be 1800mm for wheelchairs to pass each other)	Y				D	Site Team
Do any windows (natural light), or artificial light provide glare or silhouettes?	N				D	Site Team
Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	Y				D	Site Team
Are suitable signs provided, from both standing and seated positions, where necessary?	Y				D	Site Team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people?	Y					Site Team
<b>Schedule 6: Doors</b>						
Is the door/s necessary, can it/they be removed?	n/a	n/a				Site Team
Can fire doors be held open on magnetic devices (corridors)?	Y					Site Team
Are doors well contrasted from their surroundings?	Y					Site Team
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y					Site Team
Can people on each side of the door, either seated or standing, see each other?	Y					Site Team
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y					Site Team
If double doors, does one leaf allow 800mm clear opening width?	Y					Site Team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
<b>Schedule 7 - Vertical movement, internal level change (ramps, steps)</b>						
If provided, Is the ramp properly graded, wide enough, with suitable handrails both sides?			<b>There are no ramps required on the school site.</b>			
Are surfaces slip resistant, with kerbs at the edges?			N/A			
If no permanent ramp is provided, can a portable ramp be made available?			N/A			
Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?			N/A			
Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?			N/A			
<b>Schedule 8 - Vertical movement, stairs</b>						
Are the stair risers and steps the same height and length (open risers not recommended) and are the step nosings easily identifiable?	<b>Y</b>					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are there suitable continuous handrails to both sides, with tonal contrast from background?	Y					Site Team
Are there suitable landings provided at intermediate levels on stairs?	Y					Site Team
Is suitable visual and tactile information fitted at each floor level?	Y					Site Team
Is there suitable lighting?	Y					Site Team
<b>Schedule 79- Vertical movement, lifts and stairlifts</b>						
Is a passenger lift provided within the school?	Y					Site Team
Is there unobstructed space (1500mm x 1500mm) in front of the doors, and do the doors have a clear opening width of 800mm?	Y					Site Team
Are the internal dimensions of the lift cabin 1100 x 1400mm (preferred 1100 x 2000mm)min, and is the lift fitted with suitable support rails on three sides??	N		Rails are not fitted on all 3 sides	Investigate if it is possible to have rails fitted on 3 sides of the lift	C	Site Team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are the controls on the landing and in the lift cabin, including emergency phone, within easy reach and clearly visible for all users (within zone of 900mm and 1200mm from floor)?	Y				D	Site Team
Are these controls clearly visible in contrasting colours and with raise (tactile) characters/numbers?	Y				D	Site Team
Does the lift have audible announcements and visual displays?	Y				D	Site Team
Is a platform lift or platform stairlift provided within the school? Note - platform stairlifts are not advisable.	N				D	Site Team
Are controls clearly identifiable and within reach of all users?	Y				D	Site Team
Does the stairlift platform when not in use automatically revert to folded position?	N/A				D	Site Team
<b>Schedule 10 - WC Provision Generally</b>						

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is there WC provision for ambulant people with disabilities? (eg. Grab rail fitted to one WC cubicle) and is travel distance no greater than for an able bodied person?	Y					Site Team
Is the lobby large enough to allow easy access, and is the WC door easy to operate?	Y					Site Team
Are the floors slip resistant?	Y					Site Team
Are fittings easily distinguished from their background?	Y					Site Team
Are compartment doors controls easily gripped and operated?	Y					Site Team
Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	N		There are sufficient accessible toilets available on each floor			Site Team
<b>Schedule 11 - Accessible WC Provision</b>						

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is there an accessible WC, with its location clearly signed, and is the travel distance no greater than for an able bodied person?	Y		<b>There is an accessible toilet next to all the general toilets on each corridor PLUS there are extra accessible toilets throughout the academy</b>			
Are there suitable fittings, which are easily distinguished from their background, and are they fitted in suitable positions?	Y					
Does the door have a clear opening of 900mm, and are doors controls, light switch and locks easily reached and operated?	Y					
Are floor finishes slip resistant?	Y					
Are management procedures in position to maintain viability of facility?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Does the door have the capacity to open outward to ensure that entry can be gained in the event of someone falling and blocking the doorway?	Y					
<b>Schedule 12: Changing &amp; Shower Facilities</b>						
Are there changing facilities?	Yes				D	Site Team
Is a shower compartment provided which is suitable for use by people with disabilities?	Yes				D	Site Team
Is the height of the shower head variable?	Yes				D	Site Team
Have a tip-up seat and suitable handrails been provided?	Yes				D	Site Team
Is there a dressing cubicle and does it comply with required size and layout?	Yes				D	Site Team
Are lockers easily reached and operated?	Yes				D	Site Team
Are all fittings readily distinguishable from their background?	Yes				D	Site Team
Does the floor have a slip resistant finish?	Yes				D	Site Team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
<b>Schedule 13 – Bathrooms</b>						
Is there a bathroom?	No					
Is the bathroom provided with fittings suitable for use by people with disabilities inc assisted use?	N/A					
Are all fittings easily reached and operated?	N/A					
Are all fittings readily distinguishable from their background?	N/A					
Does the floor have a slip resistant finish?	N/A					
Is a hoist provided?	N/A					
Are there reception counters, services desks or serveries?	N/A					
Is provision made for wheelchair users (both sides) and are induction loops fitted?	N/A					
Is glare or silhouetting avoided at these counters (design and positioning)?	N/A					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is seating provided, that are stable, with arm rests, and is there sufficient space for a wheelchair user?	N/A					
Do tables allow for wheelchair access?	N/A					
If provided, are telephones fixed at a height that allows easy access by wheelchair users?	N/A					
Are telephones equipped with induction couplers for hearing aid users?	N/A					
Is a text phone available?	N/A					
Is the lighting in the school controllable and adjustable to meet the needs of individual pupils and the task they are working on?	N/A					
If the school is fitted with fluorescent lighting only is it likely to cause inconvenience to people with hearing impairments (background noise and electronic signals)?	N/A					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is the environment free of unnecessary noise e.g. heating units?	N/A					
Are induction loops fitted wherever information is given or meetings are being held?	N/A					
Are tea/coffee facilities and vending machines accessible by all?	N/A					
<b>Schedule15: Kitchens</b>						
If provided, does the kitchen have fittings suitable for use by disabled people?	Y				D	H&S Coordinator
Is the kitchen of adequate size and layout for disabled people ?	Y				D	H&S Coordinator
Are all fittings readily distinguishable from the background?	Y				D	Site Team
Is lighting adequate?	Y				D	Site Team
Does the floor have a slip resistant finish?	Y				D	Site Team
<b>Schedule 17: Means of Escape</b>						
Is there an audible alarm system?	y				D	H&S Coordinator

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is the audible fire alarm supplemented by a flashing light system?	Y				D	H&S Coordinator
Are ground floor exit routes as accessible as the main entrance routes?	Y				D	H&S Coordinator
Are Means of Escape strategies in position to ensure disabled people are evacuated safely?	Y		Sufficient number of staff trained to use EVAC chair	Training and personnel to be reviewed annually and refresher training carried out	D	H&S Coordinator
If people with disabilities cannot completely evacuate the building can they reach places of safety or refuge, which are clearly signed and of the right size?	Y		There are refuge areas at the top of each stairwell.	Identified students & staff with disabilities to be trained around EVAC procedures annually	D	Site Team
Are there Personal Emergency Egress Plans in place for members of staff who may require assistance?	Y		All students with PEEP to have		D	H&S Coordinator
<b>Schedule18: Building Management</b>						
Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?	Y			<b>Gritting needs to take place the night before a frost</b>	D	Site Team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	Y				D	Site Team
Is door ironmongery regularly maintained?	Y				D	Site Team
Are lifts, platforms and stairlifts regularly serviced ?	Y				D	Site Team
Are accessible WCs kept clear and not used for storage?	Y				D	Site Team
Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	Y				D	Site Team
Do you consider tonal and colour contrast before a redecoration scheme?	Y		Follow Delta's finishing guidelines		D	Site Team
Do new signs integrate effectively with current signage?	Y				D	Site Team
Are windows, blinds and lamps checked to ensure they are kept clean and in working order?	Y				D	Site Team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are induction loops and infra red systems clearly signed and checked regularly?	N/A				D	Site Team
Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	Y				D	Site Team
Is there a fire escape strategy for visitors who may require assistance?	Y				D	Site Team
Is there a personal egress plan prepared for any member of staff who may require assistance?	Y				D	Site Team
When temporary facilities/displays are installed are disabled pupils/ visitors considered?	Y				D	Site Team
<b>Schedule 19: Curriculum</b>						
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y			Continuous monitoring and training of all staff including weekly staff briefings and bulletin	N/A	SLT

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are your classrooms optimally organised for disabled pupils?	Y (50)	Partial	Not all classrooms arranged for wheel chair users as no students or staff use wheelchairs currently	Continue monitoring should this change with any new students/staff	N/A	SLT
Do lessons provide opportunities for all pupils to achieve?	Y			Learning passports for all students with SEND	N/A	SLT
Are lessons responsive to pupil diversity?	Y				N/A	SLT
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y				N/A	SLT
Are all pupils encouraged to take part in music, drama and physical activities?	Y				N/A	SLT
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Y			Continue staff training regarding any specific students with Learning Passports updated as needed	N/A	SLT
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Y			Continue staff training regarding any specific students	N/A	SLT

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Y			Continue staff training regarding any specific students	N/A	SLT
Do you provide access to computer technology appropriate for students with disabilities?	Y			Continue staff training regarding any specific students; continue to utilise EAA and normal way of working for identified students	N/A	SLT
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Y			Risk assessments and meetings held before trips to discuss and remove any potential barriers to participation	N/A	SLT
Are there high expectations of all pupils?	Y				N/A	SLT
Do staff seek to remove all barriers to learning and participation?	Y			QFT and inclusive teaching; continuous professional development; early identification of any barriers to learning; ADPR to track and monitor learning needs	N/A	SLT

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
<b>Schedule 20: Materials in other Formats</b>						
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with printed information?	Y		Assessed on individual need through Learning Passports and through staff training		C	SLT/SEND
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Y		Assessed on individual need through Learning Passports and through staff training		C	SLT
Do you have the facilities such as ICT to produce written information in different formats?	Y		Assessed on individual need through Learning Passports and through staff training as well as through EAA		C	SLT/SEND

