



Salterns Academy Trust

THE SALTERNS ACADEMY TRUST: TRAFALGAR SCHOOL

ACCESSIBILITY POLICY



Trafalgar

S c h o o l

Learning today, leading tomorrow

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UNCRC Article 23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

1. School Aims

At Trafalgar School we intend to:-

1. Assist all students in becoming independent and responsible adults.
2. Achieve excellence in our educational outcomes.
3. Provide learning experiences that meet the needs of each individual.
4. Employ the full range of available teaching and learning strategies for our students.
5. Provide effective training for all staff in pursuit of professional excellence.
6. Provide appropriate resources to support high quality learning experiences.
7. Provide an attractive and safe learning environment.
8. Ensure that there are high levels of confidence between school and community.
9. Monitor and evaluate our progress in all aspects of the school's development.

2. Aims of the Policy

This policy aims to reduce and eliminate barriers for all learners to be able to access the curriculum and to fully participate in the school community.

3. Definition

On 1st October 2010 the Equality Act 2010 replaced all existing equality legislation such as the Disability Discrimination Act, however as that legislation has been subsumed within the new act the DDA continues to form the basis of this policy.

Disability is defined by the Disability Discrimination Act 1995 (DDA) as follows:

"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 his or her ability to carry out normal day to day activities."

The definition is broad and might include people with a learning disability, sensory impairment, severe dyslexia, diabetes or epilepsy, people who are incontinent, or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy.

It is distinct from Special Educational Needs. The Education Act (1996) says that *"a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her."* Some pupils who have SEN will also be defined as having a disability under the DDA. However, not all children who are defined as disabled under the DDA will have SEN. For example, those with severe asthma, arthritis, or diabetes may not have SEN, but may have rights under the DDA.

4. Rationale

Trafalgar School values diversity and aims to encourage the Rights and Responsibilities for every individual.

- The school recognises its duty under the DDA (as amended by the Special Educational Needs and Disability Act (SENDA), 2001;
- Not to discriminate against disabled learners in admissions, exclusions, provision of education and associated services;
- Not to treat disabled learners less favourably;
- To take reasonable steps to avoid putting disabled learners at a substantial disadvantage. To ensure that parents and others are aware of their rights with regard to recourse or appeal to the SEN and Disability Tribunal;
- To publish an accessibility plan, covering environmental, curriculum and information access (now part of the Equality Action Plan).

In addition, the school has a duty to promote understanding of the needs of people with disabilities amongst all staff and students and to take active steps to reduce prejudice and discrimination. 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 respects the parents' and child's rights to confidentiality. In performing their duties, governors and staff will have regard to the Disability Discrimination Act Code of Practice for Schools (2002).

Compliance with the DDA is consistent with the school's aims and equal opportunities policy and the operation of the school's Special Educational Needs (SEN) policy.

5. Strategies for implementation

As a school we will:

- ensure that our admissions practices do not discriminate against disabled learners
- respond to enquiries from parents seeking admission to the school for their child who may have a disability and, if they have, assess their needs
- publish an accessibility plan
- as far as possible, and subject to the limited resources available, adjust timetables and rooming to allow access to all subjects and courses
- as far as possible, subject to the limited resources available, ensure that all activities including school visits are accessible to all students if they are directly linked to the curriculum
- as far as possible, subject to the limited resources available, ensure that students are supported to access the school lift if required.

6. Promotion of policy to staff

- It is the responsibility of every member of staff to ensure students are not discriminated on grounds of disability

The school will:

- Ensure that all staff are aware of their responsibilities to students, and visitors and that regular and appropriate training is provided.

7. References

1. *Special Education Needs and Disability Act, 2001*
2. *Equality Act, 2010*
3. *Disability Discrimination Act, 1995*
4. *Disability Discrimination Act Code of Practice for Schools, 2002*
5. *The Education Act (1996)*

8. Monitoring, Evaluation and Review

The Policy is reviewed every year by the Senior Leadership Team and Governors as part of the self-evaluation cycle. Appropriate action is taken if changes are required.

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA).

Trafalgar School Accessibility Plan (2025–2028)

Trafalgar School ensures that we continue to improve access to the physical environment, the curriculum, and all aspects of school life for students with disabilities, in line with DfE guidance and statutory duties under the Equality Act 2010.

Trafalgar School embraces an inclusive ethos: every student has equitable access to education, participation and belonging. The school's inclusion approach - used within its established provision for cognition and language, communication and interaction, and emotional support - forms the foundation for accessibility work across all areas of school life.

This Accessibility Plan sets out how the school will, over time:

1. Increase access to the curriculum for disabled pupils
2. Improve the physical environment of the school to increase access
3. Improve access to information for disabled pupils and parents

Short Term Priorities

Target	Action / Strategy	Responsibility	Timeframe	Success Criteria
Improve safety of the site for students with visual impairment	Maintain and review high-contrast markings on steps, ramps, doors and hazards. Ensure signage meets accessibility standards.	Site Manager / SLT	Ongoing	Clear, well-maintained markings visible across the site; feedback from students confirms improved navigation
Improve safety of the external environment for students with physical disabilities	Regular monitoring and maintenance of pathways, ramps and entrances. Adjustments made following advice from Portsmouth LA SEND team and specialist advisors.	Site Manager / SENCO	Ongoing	All key routes are wheelchair accessible and free from hazards
Improve staff knowledge and understanding of SEND	SENCO to maintain up-to-date SEND register, provision map and student passports. Annual whole-staff training and targeted updates for specific needs.	SENCO / SLT	Ongoing	SEND documentation is current; staff demonstrate confidence in supporting needs
Ensure staff have clear, user-friendly access to SEND information	Training for all staff on accessing and using SEND data effectively. Monitoring through lesson observations and learning walks.	SENCO / SLT	Ongoing	Staff use SEND information to adapt teaching; evidence seen in lessons
Ensure compliance with Equality Act 2010	Governing Body (LGB) formally ratifies and annually reviews the Accessibility Plan and related policies.	LGB	Ongoing	Accessibility Plan is ratified, published, and reviewed annually

Strengthen transition for students with SEND	Maintain structured transition plans, enhanced communication with parents/carers, and liaison with primary schools and services.	SENCO / Pastoral Team	Ongoing	Positive feedback from students and parents; smooth transition evidenced
Ensure full curriculum access for all students including extracurricular activities, trips and school events.	SENCO to coordinate targeted interventions and monitor impact. Teachers plan inclusive, ambitious lessons using reasonable adjustments. Inclusive participation in all aspects of school life review regularly through leadership meetings.	SENCO / Teaching Staff	Ongoing	Lessons judged good or better; progress of vulnerable groups meets or exceeds expectations Equitable participation in all aspects of school life

Medium Term Priorities

Target	Action / Strategy	Responsibility	Timeframe	Success Criteria
Strengthen specialist input	Continue to engage specialist teachers, SEND advisors, health professionals and LA services. Share and implement recommendations.	SENCO / SLT	Ongoing	Specialist advice informs practice; measurable improvements in access and outcomes
Increase student voice in accessibility planning	School Council and SEND student groups consulted annually on site, curriculum and information accessibility.	SLT / School Council	Annually	Student feedback informs accessibility planning and is reported to Governors
Improve accessibility of information	Ensure key information is available in accessible formats (e.g. large print, digital formats). Review website accessibility annually.	SLT / Admin Team	Annually	Compliance with accessibility standards; positive user feedback from parents and students

Long Term Priorities

Target	Action / Strategy	Responsibility	Timeframe	Success Criteria
Maintain high-quality physical accessibility	Commission specialist access audits following major building or refurbishment works. Ensure recommendations are prioritised in site planning.	SLT / Governors	As required	Access audit completed; recommendations implemented where reasonable
Embed inclusive practice across the school	Accessibility principles embedded into curriculum planning, CPD, estates planning and school improvement priorities.	SLT / Governors	Ongoing	Accessibility considered routinely in decision-making and improvement planning