

Ramsgate Holy Trinity C.E.(Aided) Primary School



Accessibility Plan

Approved by:	F&R Committee Full Governing Body	Date: 15.5.2025 22.5.2025
Reviewed:	May 2025	
Next review due :	Summer 2028	

Every day we gather as a community of learners and leaders, recognising and nurturing each individual and their gifts. Following Jesus' example, we aspire to be inclusive, compassionate and caring, valuing curiosity and embracing challenge to prepare our children for an ever-changing world. We are guided by our values of Love, Faith and Hope. From our first day, all and one are nourished: spiritually, emotionally, academically and physically.

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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.

The School's ethos is built around the complementary concepts of personal challenge and personal care supported by a strong Christian ethos, and each individual is offered the support, encouragement and monitoring they need to achieve this. Ramsgate Holy Trinity is committed to, and striving for, equal opportunities and inclusion for all. This Plan is just one way in which the School will work continuously to achieve this.

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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Door width (all classes have double outside doors with ramps) • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Short term: To adapt the environment as required should any children with disabilities be admitted to school.</p> <p>Medium term: To consider where in the school and how we can make better provision for children with sensory processing disorder.</p>	<p>Liase with LA SEND team on admission of pupils with a disability.</p> <p>Research strategies for giving identified children the sensory experiences needed</p> <p>Research equipment required to offer and where it can be installed: inside, outside, well-being room etc.</p> <p>Work with SBM to ensure 10% funds are ring-fenced for next year's project</p> <p>Liase with PB for quotes and plans</p> <p>Plan for use of DCF</p>	<p>SLT, SENDCo</p> <p>SLT, SENDCo</p> <p>SLT, SBM</p> <p>SLT, PB,</p>	<p>As required</p> <p>Summer 2026</p> <p>Autumn 2028</p> <p>Summer 2025</p>	<p>Children admitted to RHT will not be at a disadvantage due to limited or poor access to the curriculum and learning environment</p> <p>Staff will have a comprehensive understanding of what sensory processing disorder is and lessons and classroom environment will reflect this understanding.</p> <p>We will have equipment/ space in the school where identified children can go and take part in activities that meet their sensory needs.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability or learning difficulty</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Short term: To increase the use of laptops and iPads in class to support learning and children’s ability to access the curriculum.</p> <p>Medium to long term: To embed a ‘total communication approach’ across the school: using a combination of communication methods—verbal, non-verbal, visual, and technological—to support all pupils, especially those with speech, language, or communication needs.</p>	<p>Purchase enough iPads and laptops to enable use as needed in the classroom.</p> <p>Investigate ‘free’ communication platforms such as Teams (to replace Showbie).</p> <p>Update systems to ensure broadest provision of programs that allow pupils to demonstrate what they CAN do.</p> <p>identify when the use of iPads or laptops will better enable identified children to demonstrate knowledge and skills</p>	<p>HT, DHT, AV, SENDCo</p>	<p>Jan 2026</p> <p>July 2026 and ongoing</p>	<p>Children are accessing the curriculum</p> <p>Resources and access is tailored towards their need</p> <p>IT support in place in school as well as for home provision (where necessary and when linked to funding)</p> <p>Every child can understand and express themselves in the way that works best for them.</p>

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 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