

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



Accessibility Plan

Approved by:	Full Governing Body	Date: 7 th July 2022
Reviewed:	June 2022	
Next review due :	Summer 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.

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.

3. 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	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Short term:</p> <p>To review and develop curriculum resources to include examples of people with disabilities.</p>	<p>-review resources – are they inclusive? Do they reflect disabilities in a positive way?</p> <p>-Staff training -how do we teach inclusive lessons?</p>	-HT, SENCo, JB	December 2022	Resources will be inclusive and children will see disabilities reflected in their environment and lessons.
		<p>Short term:</p> <p>To ensure that all teachers carefully plan for the ways in which all children can show what the can do, irrespective of any disabilities</p>	<p>-PPMs to highlight children not reaching potential</p> <p>-support to be given to ensure lessons allow all children to demonstrate what they can do.</p>	-SENCo, DHT, class teachers	Ongoing	All children will be planned for and will have the opportunity to show what they are able to do, irrespective of disabilities
		<p>Long term:</p> <p>To research and invest in technologies to support children with disabilities in the classroom.</p>	<p>-Connect with other schools to look at what technologies are having an impact on their children with disabilities</p>	HT, SENCo, AV	December 2023	Classrooms will be forward thinking and technologically modern learning environments

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 provision for children with sensory processing disorder.</p> <p>Long term: To ensure that any extension to the front of the school takes into account children, parents and staff with disabilities.</p> <p>Long term: To consider the exit of the school and whether it is accessible to wheelchair users or those with a disability e.g. widening the path and exit onto Dumpton Park Drive.</p>	<p>- Liaise with LA SEND team on admission of pupils with a disability.</p> <p>- Whole school training on SPD</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>-Liaise with Diocese during planning for extension</p> <p>-work with Bursar to ensure 10% funds are ring-fenced for next year's project</p> <p>-Liaise with PB for quotes and plans</p> <p>-Plan for use of DCF</p>	<p>- HT and SENCo</p> <p>HT and SENCo</p> <p>HT, LP, VS</p> <p>HT, PB, VS</p>	<p>As required</p> <p>Summer 2023</p> <p>Autumn 2023</p> <p>Summer 2024</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> <p>There will be a welcoming and safe entrance to the school that is accessible to all.</p> <p>Entering and exiting the school will be accessible to all.</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>-Purchase enough iPads to enable frequent use in the classroom and unlimited access</p> <p>-use Showbie as a learning aid</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</p>	<p>October 2022 and ongoing</p>	<ul style="list-style-type: none"> . children are accessing the curriculum . resources and access is tailored towards their need . IT support in place in school as well as for home provision (where necessary and when linked to funding)

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