

Accessibility Plan

Date policy approved	October 2026
Next scheduled review	September 2029

Thornton Primary School

Accessibility Plan

Review Date September 2026
Next Review September 2027

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

a) Increasing the extent to which disabled pupils can participate in the school **curriculum**.
b) Improving the **physical environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
c) Improving the **delivery of information** to disabled pupils, which is provided in writing for pupils who are not disabled.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of the school and physical aids to access education.
- Improving the delivery of written information to disabled pupils, this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

The academy building has been used as a purpose built school for over 50 years. The academy is all on one level and there is access to all classrooms via either external or internal doors.

There are no steps from the front path to the main entrance of school, allowing access to all areas of the school building without impairment. We have disabled toilet facilities in the school and all corridors and doorways are of sufficient width to accommodate children/staff/parents in wheelchairs.

Although at present we have no wheelchair dependent children, we have in the past and are confident that children, staff and visitors would be accommodated well in our school building.

Increasing access for disabled individuals to the academy curriculum/working environment

Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

We also aim to ensure that all staff are able to access their work without additional impairment and to support them in obtaining whatever additional support they may require in order to fulfil their duties.

It is a core value of the academy that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age appropriate after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached our safeguarding measures and shown that they put themselves or others in potential harmful situations. This would be reviewed seriously and deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum.	Be aware of staff training needs on curriculum access. .	On-going and as required.	SENDCO Executive Headteacher / Head of School/SBM	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure classroom support staff have specific training on disability issues appropriate to need.	Be aware of staff training needs. Staff access appropriate CPD.	As required	SENDCO Executive Headteacher / Head of School/SBM	Raised confidence of support staff.
Ensure all staff are aware of disabled children's curriculum access.	Set up a system of individual access plans for disabled pupils when required. Information sharing with all agencies involved with child.	As required	SENDCO/SBM	All staff aware of individual's needs.
Use ICT hardware and software to support learning.	Make sure software installed where needed.	As required	ICT Support /SBM	Wider use of SEN resources in classrooms.
All educational visits to be accessible to all.	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness.	Ongoing As required	Executive Headteacher / Head of School/SBM	All pupils in school able to access all educational visits and take part in a range of activities.
Review PE curriculum to ensure PE accessible to all.	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school as appropriate.	As required	PE Subject Leader	All to have access to PE and be able to excel.

Improving access to the physical environment of the academy

Provision, in exceptional cases, will be negotiated when an individual's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	To create access plans for individual disabled pupils as part of the IEP process when required.	As required.	SENDCO	IEPs in place for disabled pupils and all staff aware of pupils needs.
	Be aware of staff, governors and parents access needs and meet as appropriate. (included in staff appraisal meetings)	Induction and on-going if required.	Executive Headteacher / Head of School/SBM	All staff and governors feel confident their needs are met.
	Through questions and discussions find out the access needs of parents/carers. Actively seek information from parents who may be living with a disability.	Annually	Head of School / Admin team	Parents have full access to all academy activities.
	Consider access needs during recruitment process.	Recruitment process.	Executive Headteacher / Head of School/SBM	Access issues do not influence recruitment and retention issues.
Layout of school to allow access for all pupils to all areas.	Consider need of disabled pupils, parents/carers or visitors when considering any redesign. Take advice for charities/experts when redesigning to ensure viability and long term sustainability.	As required.	Executive Headteacher /SBM /Governors/Site Manager/School Surveyor.	Re-designed buildings are usable by all.
Improve signage and external access for visually impaired people.	Yellow strip mark step edges. Avoid colours which visually impaired people struggle to differentiate. Always use illuminated Fire Exit Signs.	On going	Site Manager/SBM	Visually impaired people feel safe in school grounds.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all individuals with difficulties. Develop a system to ensure all staff are aware of their responsibilities.	As required On-going	SENDCO SENDCO/SBM	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure accessibility of access to IT equipment.	Alternative equipment in place to ensure access to all hardware. Liaise on information with regard to the hearing impaired pupils.	On-going and as required. Software may be required.	ICT support /SBM/SENDCO	Hardware and software available to meet the needs of children as appropriate.
Ensure hearing equipment in classrooms to support hearing impaired.	Seek support from LA teacher of the deaf on the appropriate equipment. Use DWP access to work scheme to support staff's access to working environment.	Ongoing. (regular visits by teacher of the deaf) Ongoing	SENDCO SBM	All children have access to the equipment. Staff have reduced impairment in accessing work, evidenced in appraisals
All fire escape routes are suitable for all.	Make sure all areas of school can have wheelchair access. Egress routes visual check. Regular evacuation practice and fire audits highlight any problems which should be addressed immediately.	On-going and as required and as appropriate. Weekly.	Executive Headteacher / SBM / Site Staff Site Manager	All disabled staff, pupils and visitors able to have safe independent egress.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School admin team will support and help parents to access information. and complete school forms.	On-going On-going	All Staff Admin team	All parents receive information in a format that they can access.
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia and accessible information.	On-going	SENDCO	Staff to produce their own information.
Annual review information to be as accessible as possible.	Develop child friendly IEP review formats.	On-going	SENDCO	Staff more aware of pupils' preferred method of communications.
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible.	As required.	SENDCO	Pupils and/or parents feel supported and included.