

# Thurlton Primary School

## Accessibility Plan



Based on the model policy published by The Key August 2026

|                     |                              |                      |
|---------------------|------------------------------|----------------------|
| Approved by:        | Local Governing Board        | Date: September 2026 |
| Last reviewed on:   | 28 <sup>th</sup> August 2026 |                      |
| Next review due by: | September 2029               |                      |

# Contents

|                                    |   |
|------------------------------------|---|
| 1. Aims .....                      | 2 |
| 2. Legislation and guidance .....  | 2 |
| 3. Action plan .....               | 3 |
| 4. Monitoring arrangements .....   | 7 |
| 5. Links with other policies ..... | 7 |

---

## 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

At Thurlton Primary School, we treat all pupils and their families fairly and with respect. This includes supporting young carers and making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, with barriers to communication removed wherever possible.

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 will work with pupils, parents/carers, governors, the local authority and relevant external agencies to develop, implement and review this 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 pupils, parents/carers, staff and governors.

## 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

### 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         | SUCCESS CRITERIA                                                                  |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------|-----------------------------------------------------------------------------------|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> <li>• The 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 including but not limited to: visual timetables, pencil grips, individual laptops, sloping boards for writing, wobble cushions, fiddle toys</li> <li>• Curriculum progress is tracked for all pupils including those with SEND</li> <li>• Targets are set effectively and are appropriate for pupils with SEND.</li> <li>• The curriculum is reviewed regularly to ensure it meets the needs of all pupils</li> </ul> | All pupils can participate fully in the curriculum and wider learning opportunities. | <ul style="list-style-type: none"> <li>• Review curriculum planning to ensure reasonable adjustments are identified at the planning stage</li> <li>• Use EHCP advice and professional recommendations to inform adaptations</li> <li>• Monitor participation in lessons, interventions, clubs and enrichment activities</li> </ul> | Head teacher/ SLT  | Ongoing; reviewed termly | All pupils can access the curriculum through appropriate adaptations and support. |

| AIM                                                     | CURRENT GOOD PRACTICE                                                                                                                                                                                                                                                                                                                  | OBJECTIVES                                                                                                                       | ACTIONS TO BE TAKEN                                                                                                                                                                                                                                                                                                                  | PERSON RESPONSIBLE                    | DATE TO COMPLETE           | SUCCESS CRITERIA                                                                                                                   |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils and parents/carers as required. This includes:</p> <ul style="list-style-type: none"> <li>• Seating</li> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at accessible height</li> </ul>                     | Maintain a safe, accessible school site so pupils, parents/carers, staff and visitors can access learning and school activities. | <ul style="list-style-type: none"> <li>• Complete regular site walks to identify accessibility barriers</li> <li>• Review individual access arrangements when pupils or visitors have specific needs</li> <li>• Prioritise reasonable adjustments through premises planning and risk assessment</li> </ul>                           | Head teacher, SENCO and premises lead | Ongoing; reviewed annually | Accessibility needs are identified promptly and reasonable adjustments are made so pupils and visitors can access the site safely. |
| Improve the delivery of information                     | <p>We use a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Digital, audio or video formats</li> </ul> | Provide written and verbal information in accessible formats so pupils and parents/carers can engage fully with school life.     | <ul style="list-style-type: none"> <li>• Ask families about preferred communication methods on admission</li> <li>• Provide key information in alternative formats where needed, including large print, plain English or digital copies</li> <li>• Review website and parent communications for accessibility and clarity</li> </ul> | Office team, SENCO and class teachers | Ongoing; reviewed termly   | Parents/carers and pupils receive information in formats that meet their needs and support timely participation.                   |

| AIM                                                                            | CURRENT GOOD PRACTICE                                                                                                                                    | OBJECTIVES                                                                                                                                | ACTIONS TO BE TAKEN                                                                                                                                                                                                                                                                         | PERSON RESPONSIBLE                   | DATE TO COMPLETE                                | SUCCESS CRITERIA                                                                                   |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Offer additional support to meet the needs of young carers and their families  | <ul style="list-style-type: none"> <li>We identify pupils who may be young carers as early as possible and adapt support to meet their needs.</li> </ul> | Identify young carers early and provide appropriate practical, pastoral and communication support for them and their families.            | <ul style="list-style-type: none"> <li>Include young-carer identification questions in admissions and pastoral systems</li> <li>Provide a named member of staff for pupils and families to contact</li> <li>Signpost families to appropriate local support services where needed</li> </ul> | Designated safeguarding lead         | Ongoing; reviewed termly                        | Young carers are identified, supported and able to access learning and wider school opportunities. |
| Identify pupils joining Thurlton Primary School who need additional provision. | Information is gathered from families, previous settings and relevant professionals before entry wherever possible.                                      | Ensure pupils joining the school have their access, medical and learning needs identified and planned for before or soon after admission. | <ul style="list-style-type: none"> <li>Review admissions information and transition records</li> <li>Hold transition meetings with parents/carers and external agencies where needed</li> <li>Agree reasonable adjustments and care plans before the pupil starts where possible</li> </ul> | SENCO, class teacher and office team | Before admission and during the first half term | Pupils enter school with appropriate support in place and staff understand agreed adjustments.     |

| AIM                                                                                                                                                                                                                                                                 | CURRENT GOOD PRACTICE                                                                                                                                                | OBJECTIVES                                                                                                                                      | ACTIONS TO BE TAKEN                                                                                                                                                                                                                                                                   | PERSON RESPONSIBLE                                         | DATE TO COMPLETE              | SUCCESS CRITERIA                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Include pupils with disabilities, medical conditions or other access needs as fully as possible in trips, residential visits, extra-curricular activities and the wider curriculum.                                                                                 | <ul style="list-style-type: none"> <li>Risk assessments and individual planning are used for visits, clubs and wider curriculum activities.</li> </ul>               | Enable pupils with disabilities, medical conditions or access needs to take part in trips, clubs, residential visits and enrichment activities. | <ul style="list-style-type: none"> <li>Complete inclusive risk assessments for visits and activities</li> <li>Consult parents/carers and pupils about access needs before activities</li> <li>Liaise with venues and providers to agree reasonable adjustments</li> </ul>             | Educational visits coordinator, SENCO and activity leaders | Before each visit or activity | Participation records show pupils with additional needs can access wider curriculum opportunities with suitable support. |
| Train staff to increase access to the curriculum and use advice from outside agencies to support pupils with additional needs. access to the curriculum for all pupils: Establish and maintain close liaison with outside agencies for pupils with additional needs | <ul style="list-style-type: none"> <li>Staff receive regular safeguarding, SEND and inclusion updates, and advice is sought from specialists when needed.</li> </ul> | Increase staff confidence and consistency in making reasonable adjustments and using specialist advice to support pupils with additional needs. | <ul style="list-style-type: none"> <li>Identify whole-school and individual staff training needs through SEND reviews</li> <li>Share strategies from external professionals with relevant staff</li> <li>Keep records of training, advice and agreed classroom adjustments</li> </ul> | SENCO and head teacher                                     | Ongoing; reviewed annually    | Staff apply agreed strategies consistently and pupils receive appropriate support across the curriculum.                 |

| AIM                                                                                                                 | CURRENT GOOD PRACTICE                                                                                                                                                        | OBJECTIVES                                                                                                                                    | ACTIONS TO BE TAKEN                                                                                                                                                                                                                                                | PERSON RESPONSIBLE                                           | DATE TO COMPLETE           | SUCCESS CRITERIA                                                                                     |
|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------|------------------------------------------------------------------------------------------------------|
| Maintain awareness of services available for pupils with individual needs and disabilities, and for their families. | <ul style="list-style-type: none"> <li>The school works with families, health professionals, the local authority and voluntary-sector services where appropriate.</li> </ul> | Keep up-to-date information about services that support pupils with individual needs, disabilities or medical conditions, and their families. | <ul style="list-style-type: none"> <li>Keep a directory of relevant local and national support services</li> <li>Review service information during SEND and safeguarding meetings</li> <li>Share signposting information with families when appropriate</li> </ul> | SENCO, designated safeguarding lead and family support staff | Ongoing; reviewed annually | Families are signposted to relevant support promptly and staff know where to seek specialist advice. |

## 4. Monitoring arrangements

This document will be reviewed every 3 years by the headteacher and governing board, or sooner if necessary.

## 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 statement
- Special educational needs and disabilities (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Admissions policy
- Educational visits policy
- Attendance policy
- Behaviour policy

