Thornaby CofE Primary School

'Walking and learning with faith in the footsteps of Jesus'

Accessibility Plan

Mission Statement:
Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level. The School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.
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Drafted and Ratified: October 2026

Next Review Date: October 2027

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Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools must carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Attached is a set of action plans showing how the school will address the priorities identified in the plan. We recognise the need to provide adequate resources for implementing the action plans and will review them annually.

Definition of Disability:

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

'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 of disability under the law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum

Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

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The purpose and direction of the school's plan: Vision and Values

At Thornaby CofE Primary School, we are committed to giving all of our children every opportunity to achieve excellence. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Thornaby CofE Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive and kind school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Pupils with disabilities are fully included in the life of the school. They participate fully in the curriculum and are fully involved in school visits. They access all areas of the school building, as the building is built on a single floor. Our building includes:

- Wide doors – externally and internally, so that children and adults using wheelchairs do not require special routes around the school – and children can access every room in the building that they need to
- Accessible toilet areas
- Wide footpaths round the school building
- Dedicated disabled car parking spaces

Pupils with disabilities are able to, and are encouraged to attend a range of after school clubs and represent the school equally as much as their able-bodied peers.

Information from pupil data

In order to prepare for pupils' needs we use a variety of sources to gather information about pupils, prior to their starting our school, whether they start in reception or join us later in their school life.

We meet with parents, either in school or in the home, as well as liaising with other schools / settings, and with other professionals.

Views of those consulted during the development of the plan

We will consult annually with pupils, parents and staff on whole school issues. This will form part of our pupil and parental questionnaires. We meet parents formally each term to discuss the progress of children academically and socially. Annually, we meet parents of children with Care Plans to review the Care Plan and the associated support. We review and refine our practice accordingly.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

This policy is monitored by the governing body and will be reviewed every year for 4 years, or before if necessary. It will be re-written at least every 4 years.

Date for Review	October 2027
Head teacher	Richard Chandler
Chair of Governors	Jean Higgin

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Strand 1: Access to the curriculum				
Action	**Team(s)/ Individual Responsible**	**Timescale**	**Monitoring**	**Outcomes**
Make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities. Review individual disabilities within classes and adjust aspects of the curriculum to ensure learners with disabilities are able to participate	Class teachers	September and July each following year, in preparation for new classes	HT / SENDCO through review of provision.	Children with disabilities are able to participate fully in all aspects of the curriculum.
Ensure appropriate specialist equipment is available to support children with disabilities. Review EHCP plans and reports from professionals to check what is needed.	SENDCO	As children with EHCP needs join the school. SEND budget – allocated each September	Class teachers / Parents/EHT	Children with disabilities are well supported.
When planning the revised National Curriculum ensure that consideration is given to children with disabilities by using best practice from the Trust	Class Teachers / Subject Leads	Ongoing review	Self-evaluation activities, such as planning and work scrutiny, lesson observations, pupil interviews, by SLT, SENDco and subject leaders	Disabled learners learn effectively and make good progress in all curriculum areas.

When reviewing curriculum resources consider the needs of disabled learners to ensure accessibility to the curriculum. Ensure the disabled community are represented within teaching resources.	Subject leaders	Annually – by February Half Term each year.	SLT through self-evaluation activities.	Class teachers have appropriate resources to meet the learning needs of disabled learners and, as a result, disabled learners make good progress.
When planning educational visits and experiences ensure that the needs of children with disabilities are considered.	Visit leaders	Ongoing	Educational visits Leader through review of visits / experiences.	Children with disabilities access a range of educational visits and experiences.
Ensure that staff are appropriately trained in meeting the needs of children with disabilities	SENDCo	Ongoing	HT/LGB	Staff are confident in supporting children with disabilities. The learning, social and medical needs of children with disabilities are met.

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Strand 2: Physical environment				
Action	**Team(s) / Individual Responsible**	**Timescale/ Cost**	**Monitoring**	**Outcomes**
Review EHCP plans and reports from professionals to check that the school building is able to provide what is needed	HT	Ongoing - Devolved capital Buildings and maintenance budget - allocated each September	SEND governor through review of provision for children with disabilities	Provision is made to ensure that children with disabilities are able to access all aspects of learning and recreation, and participate fully in school life.
Plan all recreation areas to ensure they are appropriate for learners with PD. Work in partnership with appropriate children and families.	HT	Ongoing as part of playground development work	LGB	Learners with PD access recreation areas and are happy to do so.
Ensure appropriate specialist furniture is available to support children with disabilities. Review EHCP plans and reports from professionals to check what is needed.	HT	Furniture order April 27 and SEND budget – allocated each April	EHCP Review process	Children with disabilities are well supported.

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Strand 3: Access to written information/ improving the delivery of information				
Action	**Team(s) Responsible**	Timescale	**Monitoring**	**Outcomes**
Ensure new school website holds all information that parents require (Special Educational Needs and Disability Regulations 2014)	HT/SENDco	November 2027 and updated when necessary	LGB	Stakeholders have an up to date bank of information.
Information displayed around school e.g. signs, notices, displays, instructions meets needs of disabled children and families As information is changed, consider the needs of disabled learners and ensure signage is appropriate for them	EHT Administrator	When updated	Discussion with disabled learners about displayed information by SENDco	Disabled learners can access information which is displayed and make effective use of it.