Accessibility Policy and Plan

Approved by the Governing Body:

Adopted on: December 2025

Review December 2028, **or earlier if legislation changes**

Legislative and Guidance Framework

This Accessibility Plan is written in accordance with:

• Equality Act 2010 (Schedule 10)
• Accessible Schools: Summary Guidance (DfES, 2002)

This plan outlines how the school will develop accessibility over a **three-year period** and is reviewed annually.

School Vision

At Thringstone Primary School, our vision is **Believe and Achieve Together**.
Our five core values – **Belief, Respect, Kindness, Resilience and Teamwork** – shape how we support every child to participate in school life.
We are committed to removing barriers, anticipating need and providing inclusive, high-quality access for all.

School Context (2025–26)

• 142 children (Reception–Y6), falling roll over six years
• 35.9% FSM
• 33.1% SEND (5.6% EHCP)
• 4.9% EAL
• Common needs: SLCN, SEMH, ASD

Site context:
• Steps inside the hall area
• Steps between some outdoor levels
• Some uneven outdoor surfaces
• Otherwise accessible layout with no major internal barriers

This plan sets out development priorities over the next three years to improve access in line with these needs.

1. Improving Access to the Curriculum

Area for Improvement	Action to Take	Resources	Responsibility	Timescale	Monitoring / Outcome
Ensure early identification and smooth transition for EYFS and in-year arrivals	Liaise with preschools; gather information early; plan adjustments before start dates	Time; transition procedures	HT, SENDCo, EYFS Teachers	April–July each year and ongoing	Physical accessibility improves in phased steps
Strengthen consistency of adaptive teaching across school	Implement whole-school expectations; SEND-focused CPD; strengthen provision mapping	Training; time	HT, SENDCo, all staff	Ongoing	Accessibility built into long-term site planning
Ensure wider curriculum (trips, visits, clubs,	Review venues; write individual access plans;	Time; risk assessments	SLT, SENDCo, Class Teachers	Ongoing	Children able to access the site safely throughout

leadership) is accessible	ensure reasonable adjustments				
Improve collaboration with external agencies for children with medical or complex needs	Regular liaison; update medical plans; ensure staff training	Time; training	HT, SENDCo	Ongoing	Movement around school improves each year
Maintain inclusive classroom environments	Ensure layout, routines and resources support participation	Time; classroom resources	All staff	Ongoing	Physical accessibility improves in phased steps

2. Improving Access to the Physical Environment (2025–2028)

Area for Improvement (3-year strategic focus)	Action to Take (phased over 3 years)	Resources	Responsibility	Timescale	Monitoring / Outcome
Improve access around steps and uneven outdoor surfaces	Review site annually and make reasonable, achievable adjustments where possible	Time; site budget	SLT, Site Manager, Governors	2025–28	Physical accessibility improves in phased steps
Ensure accessibility in all future refurbishments	Apply access considerations to all projects; annually review priorities	Time	SLT, Site Manager, Governors	2025–28	Accessibility built into long-term site planning
Ensure reasonable adjustments for mobility or medical needs	Review children's SEND and medical needs each year and update routines, arrangements or support as needed.	Time	SENDCo, Class Teachers	2025–28	Children able to access the site safely throughout

3. Improving Access to Information (2025–2028)

Area for Improvement (strategic over 3 years)	Action to Take (phased across 2025–28)	Resources	Responsibility	Timescale	Monitoring / Outcome
Improve readability and clarity of communication	Review and simplify letters; improve clarity of website content across three years	Time	SLT, Office	2025–28	Information easier for families to understand
Provide translation options	Enable translation tools on website/Dojo; review use annually; strengthen support for EAL families	Time	Office, SLT	Autumn 2025 then annual	EAL families able to access information

Support families with digital barriers	Offer help with online forms; provide office support; maintain paper options where appropriate	Time	Office Team	2025–28	No family disadvantaged by digital expectations
Maintain accurate records of access and medical needs	Annual check of medical, SEND and relevant information; ensure staff awareness	Time	Office, SENDCo, HT	Annual	Staff informed and able to adjust practice

Monitoring and Review

- **Governors receive annual updates on progress**
- **Premises accessibility is reviewed through the Health & Safety cycle**
- **Full review and rewrite in December 2028**