

Thornton Primary School Accessibility Plan 2026- 2029

Approved by the Governing Body: September 2026



1. Purpose of the Plan

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan should be to:

- Increase access to the curriculum for disabled pupils.
- Improve the physical environment.
- Improve the availability of information for disabled pupils and families.

2. Vision and Values

At Thornton Primary School, we want to build a culture that believes every pupil, regardless of need, background or starting point, feels valued, has a sense of belonging and feels successful within our school community. Our school values include Equality, Aspiration, Resilience, Teamwork and Honesty (EARTH), and these values underpin all that we do. We expect that both adults and children maintain these values at all times to create a culture of respect for all. We believe that all children, including those with disabilities, should have access to an inclusive environment to achieve and reach their full potential. We will take reasonable steps to ensure that pupils with a disability are able to access education, the environment and information alongside their peers.

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 auxiliary aid or adjustments to premises.

3. Three-Year Action Plan.

Accessibility Planning Objectives (for anticipatory reasonable adjustments)

The school building is an amalgamation of several additions to the original 1930's build, with interior corridors being added on and additional classrooms built as required. The most recent addition is a two-storey teaching block which hosts classrooms and an inclusion support base known as The Study Buddy. This is a fully accessible part of the school with a lift to the first floor, dual height handrails on the stairs, a disabled toilet and wider doorways. As the school is continuously in a programme of refurbishment, the school continues to make attempts to increase physical accessibility through ramps being fitted, although ten of the classrooms in the original building still have interior steps and restricted floor space.

Priority Area 1: Increase access to the curriculum for pupils with disabilities

Objective – expressed as outcomes for the pupils and/or adults	Actions	Lead	Timescale	Success Criteria
All staff feel confident to use adaptive teaching approaches where needed. All pupils able to access the curriculum to achieve well.	1. Review adaptive teaching approaches across school 2. Gain staff confidence level for using adaptive teaching approaches 3. Create 'Thornton Adaptive Teaching toolkit' 4. Staff CPD around adaptive teaching approaches 5. Environmental audit from outside agencies (LLSS, SaLT, PST) 6. Monitoring of adaptive teaching through learning walks, pupil voice, book looks, outside agency support 7. All staff aware of children's needs through pupil passport and snapshot documents available on SEND folders	SENDCo SLT HoY	Ongoing	• Learning walks show effective adaptations. • Children share what helps them to achieve and can talk about what they are learning. • SENDCO and SEND TAs will lead tailored planning meetings to support pupils with complex needs. • Annual EHCP/SSPP reviews will evaluate provision in addressing long-term and short-term outcomes. • Pupil books will show evidence of an individualised curriculum. • Staff will increase their knowledge around inclusive practice to ensure all pupils with SEND continue to make good progress from their starting points

Staff feel confident to support specific communication or sensory needs and can share these with parents.	- Further training for staff on Autism, ADHD, Developmental Language Disorder and sensory needs - Making sense of Autism (CAT Team) - DLD (WMSLT) - ADHD (EP) - SEND reviews to happen 3 x yearly, support by SENDCo where needed.	SENDCo	Summer 2027	- Staff evaluation shows increased confidence. - Pupil voice/ observation will show that they are accessing appropriate spaces when needed. - Recorded incidents of dysregulation will decrease.
Increase use of assistive technology.	Audit current provision and purchase equipment where required e.g. Splash	SENDCo / ICT Lead	Summer 2027	Pupils access appropriate technology to access their learning.

Priority Area 2: Improve the physical environment

Objective – expressed as outcomes for the pupils and/or adults	Actions	Lead	Timescale	Success Criteria
Children will have identified areas to support emotional and/or sensory regulation.	- Identify the use of spaces outside of the classroom for regulation - Identify areas in the classroom for regulation - Provide training for staff on how to use these spaces - Provide appropriate equipment to be used in these spaces - Have environment audited by outside agencies and act on any feedback	SENDCo SLT Site manager	Ongoing	- Pupils report improved emotional regulation. - Staff report improved regulation and fewer incidents of behaviour due to dysregulation.

Children or adults with physical disabilities will have full access to the school site.	1. Adaptations will be made to the environment to overcome sensory issues. These will be supported by outside agency recommendations. 2. To increase the visibility of internal steps. 3. To have access to a designated car park space. 4. Access to the lift. 5. To have access to any specialist equipment provided by outside agencies.	SENDCo SLT Site manager	Ongoing	• Pedestrian crossings will ensure road safety for pupils with SEND. • Disabled toilets will be checked regularly to ensure they are in full working order. • Car spaces reserved to secure access to the car park. • Lift will be checked regularly to ensure they are in full working order. • All children and adults will have access to the specialist equipment they require.
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Priority Area 3: Improve the availability of information for disabled pupils and families

Objective- expressed as outcomes for the pupils and/or adults	Actions	Lead	Timescale	Success Criteria
All parents will be able to access SEND information on the website.	1. SEND tab on the school website to present information in an easy to digest format. 2. Offer adapted paper copies of SEND information report, SEND policy and Accessibility Plan to parents. 3. Utilise the use of bilingual staff to translate to parents that are EAL for parents' evening and SEND reviews.	Review on-going. Upon request from staff and parents	SENDCo SLT	• SEND and Inclusion page on the school website reviewed and updated annually. • Policies are reviewed with staff and parents formally at least on an annual basis. • Bilingual staff are willing to translate on a needs basis.
Parents and staff will be involved in the co -production and review of policies and documents in relation to SEND.	1. Offer informal and formal opportunities for gathering parental voice. 2. Encourage an open-door policy. 3. Host SEND coffee mornings.	On-going Termly	SENDCo SLT	• SEND team are visible at the school gates at the start and end of the school day. • SENDCO's email shared with parents to encourage contact with school to discuss their child's SEND, as well as option to telephone. • SEND Coffee mornings planned with a focus and are used to enhance parent engagement and involvement.

4. Staff Training Plan

Training Need	Staff Group	Date	Impact Measure
Inclusive Quality First Teaching	All staff		
Making Sense of Autism	All staff		
ADHD and Executive Function	All staff		
Sensory Processing and Regulation	Support staff		
Hearing and Vision Impairment Awareness	Relevant staff		
Developmental Language Disorder (DLD)	All staff		
Emotion Coaching and Regulation	All staff		

5. Monitoring and Evaluation

Progress against this plan will be monitored through:

- SEND reviews
- Governor monitoring visits
- Learning walks
- Accessibility audits
- Pupil voice
- Parent feedback
- Premises inspections

The Accessibility Plan will be reviewed annually and updated every three years.