



Accessibility Plan

January 2026

To be reviewed January 2027

1. Aims of the Accessibility Plan

This plan outlines how Thrybergh Fullerton C. of E. Primary Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trust (DSAT) and governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.

- Governors and the Local School Board (LSB).
- External partners.

This plan is reviewed annually to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

2. Key principles: Our School recognises its duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to SEND Code of Practice.

Thrybergh Fullerton CE Primary School:

- Recognises and values the parent's knowledge of their child's disability and its effect on his/her ability
- Respects the parent's and child's right to confidentiality
- The academy provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning style, by:
 - * setting suitable learning challenges
 - * responding to students' diverse learning needs
 - * overcoming potential barriers to learning and assessment for individual and groups of students.
 - * endorsing the key principles in the National Curriculum Framework

This plan will contribute to the review of the school development plan and to related school policies including:

- Equal Opportunities Policy
- Teaching and Learning Policy

3. Review:

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be approved by the Local School Board.

4. Planning duty 1: Curriculum

Issue	Actions	Who	When	Monitoring	Success Criteria
<p>How does the school make use of its teaching assistants when supporting pupils with SEND?</p>	<ul style="list-style-type: none"> • Ensure all TAs are part of a thorough Appraisal process. • Ensure that TAs have access to high quality CPD to ensure that pupils needs are met. • Ensure that all TAs are aware of their responsibilities to ensure pupil progress is evident. • Ensure TAs are deployed effectively throughout the school to make the best use of their skills, knowledge and interests. • Ensure positive communication between teacher and TA are in place to ensure TAs know what is expected of them and their pupils. 	<p>SLT to ensure Appraisal process is thorough</p> <p>Class teachers to ensure that TAs are clear on what is expected of them.</p> <p>Inclusion Manager has overall understanding of CPD requirements to respond accordingly</p>	<p>Appraisal in autumn term and review in spring term</p> <p>Termly monitoring</p>	<p>Appraisal outcomes</p> <p>Observations of activities in whole class and intervention situations</p> <p>Pupil progress records and work scrutiny</p> <p>Feedback from parent and pupil surveys</p> <p>SEN review meeting outcomes.</p>	<p>Outcomes for SEN pupils are in line with their expectations.</p> <p>SEND pupils reach their targets.</p>

Issue	Actions	Who	When	Monitoring	Success Criteria
	<ul style="list-style-type: none"> • Ensure TAs understand teaching pedagogy and are able to provide the right amount of support to all pupils but in particular, pupils with SEND • Ensure the Inclusion Manager has good oversight of the work of TAs and communicates needs with SLT members. 				
<p>How does the school ensure all pupils have access to a broad curriculum and extra-curricular activities which are aspirational and include creative subjects such as art, drama and music?</p>	<ul style="list-style-type: none"> • Ensure all staff are confident in the schemes used to deliver the curriculum. • Ensure that pupils are able to access a wide range of extra-curricular activities through school – music, sports, arts, drama. • Ensure that drama is regular used as part of English provision. • Ensure that there has not been a narrowing of the curriculum in any year group and that the arts have a high profile across the school • Ensure that school staff receive CPD in teaching art and DT to improve provision and outcomes. 	<p>Class teachers supported by SLT.</p> <p>Class teacher and support staff to deliver clubs where possible.</p> <p>Class teachers</p>	<p>Ongoing – clubs refreshed termly</p> <p>Ongoing</p>	<p>SLT – termly monitoring process</p> <p>SLT to monitor participation</p> <p>SLT</p>	<p>More pupils will participate in after school clubs – numbers evidenced on registers. More children will compete in cluster competitions.</p>

Planning duty 2: Physical environment

Issue	Actions	Who	When	Monitoring	Success Criteria
How has the school made sure that floors and lighting are suitable for pupils, staff and visitors who are visually impaired or who have physical disabilities?	<ul style="list-style-type: none"> Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school 	Premises Manager and Trust Buildings Manager	Termly and annual audit.	Premises manager visits	The environment is fully accessible and is maintained to a very good standard.
How does the school ensure carparks and access are appropriate and safe?	<ul style="list-style-type: none"> Consider as part of the audit the provision of ramps, disabled parking, lifts and improvements to doorways; the provision of furniture and apparatus to improve access. 	Premises Manager and Trust Buildings Manager	Termly and annual audit.	Premises manager visits	The environment is fully accessible and is maintained to a very good standard.
How does the school make sure audits are actioned?	<ul style="list-style-type: none"> Plan for and act on the recommendations from the audit, as far as possible and reasonable within the School's budget. (Further actions to be developed following audit). 	Premises Manager and Trust Buildings Manager	Termly and annual audit.	Premises manager visits	The environment is fully accessible and is maintained to a very good standard.

Planning duty 3: Information

Issue	Actions	Who	When	Monitoring	Success Criteria
Does the school accommodate for large-print, alternate colour or tactile versions of information, such as letters, maps and leaflets? If not, why is this?	<ul style="list-style-type: none"> Survey to all parents and carers to ascertain their needs. Communications to be sent out electronically where possible so that translation services can be used. Communications to be shared electronically to allow them to be read electronically. 	Admin staff Class teachers SLT	Ongoing	Surveys to parents and carers SLT to sample communications	All communications are sent electronically to ensure that parents can access the information they need.
How has the school ensured all relevant areas of the school are clearly signed for those with hidden disabilities, such as autism or dyslexia?	<ul style="list-style-type: none"> Visual prompts such as visual timetables used in classes and in areas around the school. Areas in school labelled pictorially where possible and where required. 	Class teachers and classroom staff	Ongoing	Climate for learning walks termly. Classroom observations	Areas in school are appropriately labelled and meet the needs of all
How does the school ensure all children can access the building.	<ul style="list-style-type: none"> There are slopes which enable wheelchair access to indoor and outdoor areas. 	Premises Manager and Trust Buildings Manager	Termly and annual audit.	Premises manager visits	The environment is fully accessible and is maintained to a very good standard.