



Thrunscoe Primary & Nursery Academy

Accessibility Policy & Plan

Introduction

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Aims

At Thrunscoe Academy we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This plan has been drawn up based upon information from our accessibility audit and in conjunction with pupils, parents, staff and governors. It may not be feasible to undertake all the works during the lifetime of this Accessibility Plan and therefore some items may roll forward into subsequent plans.

The accessibility audit

The academy will undertake an Accessibility Audit prior to review of this plan. The audit will cover the following three areas:

- Access to the curriculum – assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

- Access to the physical environment – assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, all kinds of disabilities and impairments will be considered, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the accessibility plan section of this document.

This accessibility plan contains relevant actions to;

- Improve access to the physical environment of the academy, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the academy and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the academy e.g. participation in extra-curricular clubs, leisure and cultural activities and academy trips/visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustment to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, text books and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable timeframe.

Whole-academy training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Academy's Complaints Procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the academy's website.

The academy will work in partnership with appropriate external agencies in developing and implementing this Accessibility Plan.

This plan should be read in conjunction with the following academy policies, strategies and documents:

- Curriculum Policy
- Equality Objectives
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Special Education Needs and/or Disabilities Policy
- Behaviour Policy & statement of behaviour principles
- Academy Development Plan
- Children with health needs who cannot attend school policy
- Supporting pupils with medical conditions policy
- Asset Management/Suitability Survey
- Academy Brochure/Prospectus and vision statement.

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Improving Access to the Curriculum

Target	Strategy	Outcome	Timeframe	Achievement
Audit of pupil needs and staff training to meet those needs.	SENCOs to respond to the needs of the pupils within the academy and ensure appropriate training is sourced, if applicable.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing	Increase in access to the curriculum
All out-of-academy activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-academy provision to ensure compliance with legislation Pupil voice - annually	All out-of-academy activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	As needed Annual questionnaire	Increase in access to all academy activities for all pupils experiencing SEND
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the academy where necessary	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	On-going	Increase in access to the Curriculum
Improved access to extra curricular clubs linked to sport ie new age curling, boccia	PE lead to review current clubs – liaise with THE TRIN to provide coaching opportunities for pupils with SEND needs – Boccia / New Age Curling	Greater access to sporting activities for pupils with SEND	Ongoing	Increase in access to the extended curriculum
Improved staff understanding of different IT that can be used to support information sharing and understanding of people with disabilities	SENCO to research then provide CPD opportunities for staff in order to support pupils within class but also to support the academy in communicating more effectively with parents / carers	All teachers / teaching assistants are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	On going	Increase access to curriculum and improve delivery of written information Increased staff confidence with supporting pupils and liaising with parents
Training for awareness raising of disability issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of the academy	Whole academy community aware of issues relating to access.	On-going	Community will benefit from a more inclusive academy and social environment.
Ensure all pupils on the SEND register have SMART targets on their Pupil Passports / EHCP	Spot light check in during learning walks Termly SEND monitoring involving the class teacher and SENDCo	Targets are kept up to date and form a key part of the planning process for all SEND pupils to drive forwards pupil progress	On-going	SEND pupils achieve targets and make progress personalised to their needs.

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Improving the delivery of written information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written materials in different formats	The academy will make itself aware of the services available for converting written information into alternative formats – explore use of AI to support this / use of widget to support pupils with visual representations of timetables / academy rule etc	The academy will be able to provide written information in different formats when required for individual purposes ie interpreters to translate and convert work / documents into first language	On-going – when need arises	Delivery of information to parents/carers and pupils improved- making it all accessible to everyone
Make available academy prospectus, academy newsletters and other information for parents in alternative formats	Review all current academy publications and promote the availability in different formats for those that require it.	All academy information available for all. Academy info published on the academy website (which is now accessibility friendly including the accessibility widget and accessibility statement), facebook and class dojo and updated regularly – parental form to identify families with no access to the internet so that hard copies of information can be forwarded on request.	On going	Delivery of academy information to parents/carers and the local community improved
Survey the parent/carers as to the quality of communication to seek their opinions as to how to improve	Parent and pupil questionnaires regarding quality of communication	The academy is more aware of the opinions of parents and acts upon this accordingly.	Annually	Parental opinion is surveyed, appropriate action taken, analysis of survey reported back to parents and governors.

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Improving Physical Access

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	COST (£)
N/A		Review personal evacuation plans and update Critical Incident Plan annually.	Annually	Nil
All areas		Termly fire drill to check effectiveness of fire evacuation procedures to ensure they meet the needs of all. Address any areas of concern – use of cot transporters to support SEND pupils	Termly	Nil
All areas		Regular review of fire and safety signage.	Annually	Minimal cost of replacement signage
All areas		Develop IHPs and personal evacuation plans to meet individual needs of any identified pupils.	As required	SENCO / Classteacher time consideration
All areas		Continue to maintain premises to expected standards	On going	£20,000 annually
All areas		Corridors to be kept tidy and free from obstructions	On going	Nil
	New office area entrance to Academy has been fitted with sensor ingress and button egress		Completed	Maintenance costs - annual
Staff Room	Staff room fire exit has a small step to the outside.	Consider installing incline on the outside to remove step in the future, should staff wheelchair egress become necessary.	Not urgent: other exits available, can be actioned quickly if wheelchair egress required	£500
Headteacher's room	External door from head's room (not in everyday use) has small step to outside.	Consider installing incline on the outside to remove step in the future, should staff wheelchair egress become necessary.	Not urgent: other exits available, can be actioned quickly if wheelchair egress required	£500

This plan is structured in conjunction with the academy's Asset Management Plan, the academy Safeguarding File, Health & Safety Audits, any Capital Build Programme and the Suitability Plan.

Aspects of the academy have been refurbished and new-build additions made. Physical accessibility was considered carefully during the design process and consequently no improvements to physical access are required in these areas.

The governing body of the academy will ensure the implementation, monitoring and reporting on progress of the Accessibility Plan.

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Plan reviewed: November 2025

Approved by the governing body on: Thursday 27th November 2025

Next review date: November 2028