



Accessibility Plan

Date Plan Agreed by the Full Governing Body:

Monday 6th October 2025

Date of Next Review:

October 2026

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Statement of intent

This plan outlines how [Throston Primary School](#) 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 Equality 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 will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body 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.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Information Governance Suite

2. Roles and responsibilities

The governing body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.

- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing body to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing body will undertake an [annual](#) Accessibility Audit. The audit will cover the following three areas:

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

When conducting the audit, the governing body will consider all kinds of disabilities and impairments, 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 following sections of this document.

4. Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	<p>Staff have sufficient expertise to adapt the curriculum to meet the needs of all pupils.</p> <p>Staff to be more confident in supporting children with specific needs neurodiversity/ASD</p>	<p>Support from PINS with training</p> <p>Support from Inclusion Team with Phoenix room</p> <p>DT support planning for Phoenix room and support staff in Year 3 within PPA planning for specific children</p>	<p>DT liaise with PINS team/Inclusion team</p>	<p>Autumn Term 2025</p>	<p>Staff members have the skills to support pupils with SEND</p>	<p>Spring 2026</p>
Medium term	<p>To support children who are falling behind</p>	<p>To monitor interventions in a timely manner to adapt and alter</p>	<p>DT with support from SLT</p>	<p>Autumn 2025 ongoing</p>	<p>Pupils are given opportunities to catch up</p>	<p>On going</p>
Long term	<p>For the curriculum to be adapted for the needs of all children</p>	<p>Staff to monitor their subjects to look at accessibility for</p>	<p>All curriculum leads</p>	<p>Spring/Summer 2026</p>	<p>To make curriculum accessible to all pupils</p>	<p>Summer 2026</p>

		SEND learners, book looks/pupil voice and resource audits				
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5. Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	To ensure that the classrooms are accessible to all – particular focus on neurodiversity	PINS support with classroom audit for neurodiversity	DT liaise with PINS team	Autumn 2025	Learning environment is accessible to pupils with specific needs, allowing them to self-regulate and feel safe	Spring 2026
	To ensure that the classrooms are accessible to all – focus on Phoenix room and Library quiet space	Support from Inclusion team and from Small Steps with set up/planning with Phoenix room	DT liaise with Small Steps and Inclusion team	Summer/Autumn 2025	Learning environment is accessible to pupils with specific needs, allowing them to self-regulate and feel safe	Spring 2026
Medium term	To ensure the environment is accessible to all pupils – indoor and outdoor	Accessibility audit	Governor and DT	Spring 2026	Environment is accessible to all	Spring 2026

Long term	To ensure that each year group has a quiet area for pupils to access	Create quiet calming areas throughout school	DT with PINS support	Spring/Summer 2026	Environment is accessible to pupils with specific needs, allowing them to self-regulate and feel safe	Autumn 2026
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6. Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Systems could be more effective in promoting the progress of some pupils	With support from Inclusion team look at assessment and tracking of progress for pupils in Phoenix room, using AET and Engagement profile	DT with support from Inclusion team (Springwell School)	Autumn 2025	School systems are used effectively to promote information sharing which ensures that all pupils thrive and make progress, from their starting points.	Spring 2026
Medium term	To understand the impact of interventions/deployment of TAs	DT to track intervention group data for KS2.	DT with TAs/teachers	To start baseline of information Autumn 2025	To monitor effectiveness of interventions.	Autumn 2025 and Spring 2026 review

Long term	School should provide information for parents in an accessible way	New website – populate with information in accessible ways	SLT		Parents and carers have opportunity to access information	
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7. Monitoring and review

This plan will be reviewed on an [annual](#) basis by the governing body and headteacher. The next scheduled review date for this plan is **October 2026**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.