Thrupp Primary School

Accessibility Plan

Approved by: Full Governing Body	**Reviewed:** October 2026
Last Reviewed: November 2024	**Next review due by:** October 2028

Thrupp Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this

commitment.

Thrupp School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect.

Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is:
"A person is 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 carry out normal day to day activities."

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have long-term and substantial effect on pupils' everyday lives.

We recognise:

- The Equality Act 2010 and our duty under the Public Sector Equality Duty (PSED)

This will include:

- preparation for entry into the school
- the curriculum
- teaching and learning
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to supplement the curriculum
- school sports
- school policies
- breaks and lunchtimes
- the serving of school meals
- interaction with peers
- assessment and exam arrangements
- school discipline and sanctions
- school clubs and activities
- school trips
- the school arrangements for working with other agencies
- preparation of pupils for the next phase of education.

- Schools and LAs must:

- not treat disabled pupils less favourably
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment duty')

- The Local Authority and school governors have the duty to publish Accessibility Strategies and Plans.

Aims
Thrupp School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music and drama
- planning out of school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria, which do not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies, which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff through a programme of training
- providing written information for pupils with disabilities in a form that is user friendly
- using language which does not offend in all its literature and make staff and pupils aware of the importance of language

Scope of the Plan
This plan covers all three main strands of the planning duty:

1. **Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.**

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

The provision will be through the provision of a special piece of equipment or extra assistance through the SEND framework and to a lesser extent through the planning duty. The distinction between auxiliary aids and services provided through the SEND route and those provided through the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to provision of aids or services in terms of population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in schools' curricula.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.
The school will be expected to plan progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and maybe provided through the SEND framework. The accessibility strategies and plans will help to ensure the school is planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats where appropriate such as audio tapes or large print and also the provision of information orally. This information should also be made available in a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related school policies
Equality for disabled pupils is included as an explicit aim in all of the school's policies and where it is not, it will be addressed as part of the regular programme of policy review. Particular policies that support it include:

- Teaching and Learning
- PSHE/Equal Opportunities
- Behaviour
- Admissions Policy
- School Improvement Plan
- School Asset Management Plan
- Policy for school trips and excursions
- SEND Policy
- Disability Equality Scheme and Action Points
- Exclusions
- Local offer Policy referred to on school website

Monitoring
Thrupp School recognises that monitoring is essential to ensure that all pupils with disabilities are not being disadvantaged and that monitoring leads to action planning.

We will monitor:

- admissions
- attainment
- attendance
- exclusions
- SEND register

- extra curricular activities
- selection and recruitment of staff

How we monitor: Head teacher and reporting to Governors.

Publications for Guidance (Note: DFES and DFEE now Department for Education-DFE)

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

National curriculum in England: framework for key stages 1 to 4, inclusion statement

Designing for disabled children and children with special educational needs
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/276698/Building_Bulletin_102_designing_for_disabled_children_and_children_with_SEN.pdf

Useful Telephone Numbers and Websites

Equality Advisory and Support Service (EASS)

Phone: 0808 800 0082
Textphone: 0808 800 0084

https://www.equalityadvisoryservice.com/

DFE Publications:
www.gov.uk/government/publications

Ofsted Publications
https://www.gov.uk/government/organisations/ofsted