



THURSTONE PRIMARY SCHOOL ACCESS PLAN

Oct 2025 – Oct 2026

Definition of disability. A person who has a disability 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.

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- ✿ Increase the extent to which disabled pupils can participate in the curriculum
- ✿ Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- ✿ Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- ✿ Not to treat disabled pupils less favourably for a reason related to their disability.
- ✿ To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- ✿ To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA make three requirements of the Governing body:

- ✿ To increase the extent to which disabled pupils can participate in the school curriculum.
- ✿ To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- ✿ Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by Governing Body. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability and Thurstone Primary School: 'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities'- the Disability Discrimination Act, 1995 definition of disability.

The School's Equality Policy is to ensure that there is no discrimination against any sub-group within our community. With this in mind the school has put in place policies and procedures so that children and people with disabilities are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's SEN Policy as well as its Equalities Policy.

Supporting Policies:

- ✿ Equalities and Diversity Policy
- ✿ SEN Policy
- ✿ Curriculum Policies

- ✿ Anti-bullying Policy
- ✿ Behaviour Policy
- ✿ Health and safety Policy
- ✿ School improvement plan

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

Legislation and guidance:

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 (2014), '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.

Action plan:

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Current Situation:

- ✿ The school is a split site with the hall block over the road from the main school building
- ✿ There is wheel chair access to the main school building but a step up, requiring a ramp, to the hall block
- ✿ There are two disabled toilets (one on each site). One, in the main school building, has changing facilities.
- ✿ There is 1 disabled parking bay
- ✿ All teaching rooms have electronic white boards.
- ✿ All classroom doors wide enough for wheel chair access.

INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE CURRICULUM:

	TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
	Liaise with feeder setting for the new September intake.	Identify which pupils may need additional or different provision	By July 2026	HT EYFS teachers	All procedures and equipment in place as appropriate.

	Monitor the school's awareness of disability and improve the curriculum for pupils with a disability.	Assemblies PHSE lessons Adapted curriculum for all pupils. Resources tailored to the needs of all pupils. Curriculum resources include people with disabilities. The curriculum is reviewed to ensure all needs are being met. Learning environments support the needs of all pupils.	Dec 2026	HT Class teachers	School community has increased awareness and empathy
	Ensure after school clubs and P4Sport events are accessible to all pupils	Discuss and plan with Dan Wall and Guy Foster	May 2026	HT GF DW	All children are able to participate.
	Improve staff training and awareness of a range of issues (mental health, autism etc)	Provide quality training.	July 2026	HT	Staff have a good understanding of a wide subject base.
	To evaluate and plan for future needs	For the strategic leadership of the school to evaluate the plan and plan for future needs.	Dec 2026	HT Govs	New and effective plan in place taking into account future needs of pupils

ACCESS TO THE PHYSICAL ENVIRONMENT:

	TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
	The school is aware of the access needs of pupils, staff, parents and governors	Through a questionnaire find out if the access needs of parents/carers are being met	By July 2026	HT EYFS teachers	All needs are planned for and implemented.
	Ensure all disabled pupils, staff and visitors can be safely evacuated	Do a review of the whole school environment and ensure that entrances are not obstructed.	Dec 2026	HT Class teachers	In the event of an evacuation, all are safely evacuated.

	Ensure safe access and learning environment for Visually/hearing impaired children/staff/parents/visitors	Do a review of the whole school environment and ensure that entrances are not obstructed. Fire alarms – visual and sound? Adapted seats and surfaces if needed.	July 2026	HT	Classroom environments are suitable for all.
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IMPROVING DELIVERY OF WRITTEN INFORMATION:

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Improve communication with parents and accessibility to information	Review existing communication systems Review text message service and e mail service	By July 2026	HT EYFS teachers	All parents able to access school information with appropriate support provided when required
Improve communication with parents and accessibility to information	Continue parents evening meetings termly Continue weekly news letters.	July 2026	HT	All parents able to access school information with appropriate support provided when required
Improve communication with parents and accessibility to information	Do a full review of this plan Internal signage.	July 2026	HT Govs	All parents able to access school information with appropriate support provided when required

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through governing body committees and reported to the full governing body by the executive head teacher.

The school will work in partnership with Barnsley Local authority in developing and implementing this Accessibility Plan.