



Thornbury Primary School

Accessibility Plan 2026–2027

Reviewed and adopted by the Local Governing Body: 2026

Next review: Summer 2027

Statement of Intent

This Accessibility Plan should be read alongside the School Improvement Plan, Equality Policy, SEND Policy and other relevant school policies. It sets out the actions Thornbury Primary School will take to increase access to education for pupils with disabilities and to remove or reduce barriers to participation in school life.

The Equality Act 2010 defines a disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The school recognises that disability can affect pupils in different ways and that accessibility is therefore an ongoing process of identifying and removing barriers.

The plan focuses on the three areas required by the Equality Act 2010: increasing participation in the curriculum; improving the physical environment; and improving the availability of accessible information.

The school will make reasonable adjustments where required and will consider the individual needs, strengths and preferences of pupils, together with the views of parents/carers and pupils themselves. Accessibility will be considered as part of transition, admissions, curriculum planning, educational visits, enrichment, assessment and wider school life.

The Local Governing Body recognises its responsibilities towards disabled employees and will ensure that reasonable adjustments are considered so that staff can carry out their roles effectively and without unnecessary barriers.

Implementation and Review

Actions will be implemented within the timescales identified below, subject to available resources and individual circumstances.

Responsibility for accessibility is shared across the school. The Headteacher, SENDCo, senior leaders, teachers, teaching assistants, governors and other relevant staff will contribute to implementation.

The school will consult with pupils, parents/carers and relevant professionals when individual accessibility needs are identified.

Individual Access Plans, risk assessments and emergency evacuation arrangements will be reviewed when needs change and as part of transition and induction arrangements.

The Accessibility Plan will be reviewed annually and updated to reflect the changing needs of the school and its pupils.

1. Curriculum Accessibility

Timescale	Target	Strategies / Actions	Who	Success Criteria / Intended Outcome	Review
Short term / Ongoing	Ensure pupils with disabilities can access a broad, balanced and ambitious curriculum.	Embed adaptive teaching and Quality First Teaching; use ordinarily available provision, targeted support and specialist advice where appropriate; provide	SLT, Teachers, TAs, SENDCo	Pupils are able to participate meaningfully in lessons and access appropriate challenge, support and resources.	Annually / as needs change

		reasonable adjustments to teaching, resources, tasks and classroom routines.			
Short term / Ongoing	Ensure individual accessibility needs are identified early and acted upon.	Use transition information, pupil/parent/carer consultation, SEND information, Access Plans and professional advice to identify barriers and agreed adjustments.	SENDCo, Teachers, SLT	Staff understand individual access needs and adjustments are implemented consistently.	Annually / on transition
Short term / Ongoing	Develop staff confidence in identifying and removing barriers to learning.	Provide relevant CPD on adaptive teaching, the graduated approach, communication needs, sensory/regulation needs and reasonable adjustments; use staff briefings and professional advice to share effective practice.	SENDCo, SLT	Staff can identify barriers and adapt provision appropriately.	Annually
Short term	Ensure assessment arrangements are accessible and allow pupils to demonstrate what they know.	Review reasonable adjustments for classroom assessment and statutory/non-statutory assessment where applicable; use alternative recording methods and appropriate adult support in line with guidance.	Teachers, SENDCo, SLT	Assessment does not create unnecessary barriers and provides an accurate picture of pupil attainment.	Annually / assessment cycle
Medium term	Ensure educational visits, trips and enrichment activities are accessible.	Consider accessibility during planning and risk assessment; consult pupils and families where appropriate; identify reasonable adjustments, staffing, equipment, transport and alternative arrangements where necessary.	SLT, Teachers, Visit Leaders, SENDCo	Pupils with disabilities are included safely and meaningfully in visits and enrichment.	Annually / each visit
Medium term	Ensure pupils can access PE, sport, play and	Review activities and equipment; adapt participation expectations and	PE Lead, Teachers,	Pupils with disabilities are enabled to participate in physical	Annually

	wider school activities.	resources where necessary; consider sensory, physical, communication and regulation needs.	TAs, SENDCo	and wider school activities.	
Long term	Maintain a curriculum that reflects inclusion, equality and diversity.	Consider disability and protected characteristics when reviewing curriculum content and provision; identify and address accessibility gaps through curriculum monitoring and school improvement activity.	SLT, Subject Leaders	Curriculum reviews identify and address barriers and promote equitable participation.	Annually
Long term	Support effective transition between classes, phases and settings.	Share relevant accessibility information with receiving staff; visit settings where appropriate; use pupil/parent/carers meetings and transition plans to identify and prepare adjustments.	SENDCo, SLT, Teachers	Transitions are planned and pupils experience continuity of appropriate support.	Annually / transition points

2. Physical Environment

Timescale	Target	Strategies / Actions	Who	Success Criteria / Intended Outcome	Review
Short term / Ongoing	Ensure the school is aware of the physical and sensory access needs of pupils, staff, visitors and parents/carers.	Maintain an accessibility audit; use Access Plans and consultation to identify barriers; provide clear routes for reporting concerns and requesting reasonable adjustments.	SLT, SENDCo, School Ops Lead, Business Manager	Access barriers are identified promptly and appropriate action is taken.	Annually / as required
Short term / Ongoing	Ensure individual emergency arrangements are appropriate.	Review PEEPs/emergency evacuation arrangements where required; ensure relevant staff understand their responsibilities and arrangements are	SLT, SENDCo, Caretaker/ School Ops Lead	Pupils, staff and visitors can evacuate safely with appropriate support.	Annually / as needs change

		communicated to those who need them.			
Medium term	Improve accessibility of classrooms and shared spaces in response to identified needs.	Consider furniture, layout, lighting, acoustics, visual clutter, movement routes, sensory needs and access to facilities when allocating rooms and planning changes.	SLT, SENDCo, School Ops Lead	Learning and communal spaces are adapted to reduce identified barriers.	Annually / when changes occur
Medium term	Ensure physical adaptations are considered when buildings or facilities are refurbished.	Include accessibility requirements in capital works, refurbishment and maintenance planning; consider contrasting colours, signage, accessible facilities and other adaptations appropriate to the current cohort.	Headteacher, School Ops Lead, Governors	Accessibility is considered in planned building and refurbishment work.	As required
Long term	Maintain clear and accessible signage and wayfinding.	Review signage and consider contrast, positioning, symbols, photographs, tactile or other appropriate formats according to identified needs.	School Ops Lead, SLT	Signage supports independent navigation and reduces barriers.	Annually / as required
Long term	Ensure outdoor areas and playground activities are accessible where reasonably practicable.	Consider access routes, surfaces, equipment, seating, quiet/regulation spaces and participation when reviewing outdoor provision.	SLT, School Ops Lead, SENDCo	Pupils with disabilities can access and participate in outdoor provision with appropriate adjustments.	Annually

3. Accessible Information

Timescale	Target	Strategies / Actions	Who	Success Criteria / Intended Outcome	Review
Short term / Ongoing	Provide school information in accessible	Respond to individual requests for large print, simplified formats, symbols, photographs, audio, digital formats,	School Ops Lead, SLT, SENDCo	Parents/carers and pupils can access important school information in a	Annually / as required

	formats when required.	translated information or other appropriate formats, using specialist services where necessary.		format that meets identified needs.	
Short term / Ongoing	Ensure communication with families is accessible and inclusive.	Consider communication needs when contacting families; use agreed communication methods and provide reasonable adjustments where needed.	SLT, Teachers, Office Team, SENDCo	Families can engage with school communication and support their child's education.	Annually / as required
Short term	Maintain an accessible school website and digital communication.	Review website content and documents for accessibility; use clear headings, readable formatting, meaningful links and accessible document formats; liaise with the website provider where improvements are required.	School Ops Lead, Website Lead	Key online information is accessible and can be navigated by a wide range of users.	Annually
Medium term	Ensure signage and displayed information is accessible.	Review displays and signage for readability, contrast, symbols and positioning; replace or adapt where necessary.	School Ops Lead, SLT	Information around school can be accessed by pupils, staff and visitors with identified visual or communication needs.	Annually
Medium term	Ensure pupils can access learning resources and information.	Provide adapted resources where required, including enlarged text, visual supports, symbols, accessible digital resources and alternative recording/communication methods.	Teachers, TAs, SENDCo	Pupils can access key learning information and demonstrate their understanding without unnecessary barriers.	Ongoing
Long term	Keep accessibility practice under review as communication technologies	Review the effectiveness of communication systems and seek pupil/parent/carer feedback; introduce reasonable adjustments	SLT, SENDCo, School Ops Lead	Communication systems remain responsive to the needs of the current school community.	Annually

	and pupil needs change.	and alternative methods where appropriate.			
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Monitoring and Evaluation

The Headteacher and SENDCo will monitor implementation of the plan through school improvement activity, SEND monitoring, curriculum review, consultation and individual pupil planning.

The Local Governing Body will receive appropriate updates and will review the Accessibility Plan annually.

Evidence may include Access Plans, staff CPD records, curriculum monitoring, accessibility audits, parent/pupil feedback, educational visit planning, reasonable adjustment records and improvements to the physical and digital environment.

Where an identified action is no longer appropriate, the school will amend the plan to reflect current pupil needs and priorities.

Approval

Chair of Governors	Lynn Smith
Date	3.9.26
Next review	Summer 2027