



Thorpe Acre Infant School

Accessibility Plan

Approved by : Headteacher
Date : April 2026
Next review due by : April 2029

Reaching High, Learning and Growing Together

Safeguarding Statement

At Thorpe Acre Infant School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Thorpe Acre Infant School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

GDPR Statement

Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.

Equality, Diversity and Inclusion Impact Statement

We have carefully considered and analysed the impact of this policy on equality, diversity and inclusion and the possible implications for pupils with protected characteristics. This forms part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations with all stakeholders.

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1. Legislation and Guidance

Our Accessibility Plan 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 pupil with a disability faces in comparison with pupils with no disability. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

2. 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 aim is to remove all barriers to learning and participation within Thorpe Acre Infant School, for all pupils, staff, parents and the wider community as far as is reasonably practicable within the restrictions of our building, resources and knowledge. Both Thorpe Acre Infant and Thorpe Acre Junior School are built on challenging, steep sites, with each school containing numerous steps – an environment that is not conducive to pupils with significant physical disabilities. Our inclusive ethos promotes equality of opportunity for all and where necessary, reasonable adjustments (possibly through the introduction of auxiliary aids) would be considered for any pupil wishing to attend either or both schools. The following plan shows how accessibility will be resourced.

At Thorpe Acre Infant School, we ensure that all children have access to an ambitious, broad, balanced and deep curriculum. We are a fully inclusive school and adapt our curriculum accordingly.

We aim to:

- Treat all pupils fairly and with respect.
- Provide children with high quality teaching.
- Have high expectations for each child.
- Develop independent learners who can transfer their skills to new learning.
- Analyse pupil data regularly and provide appropriate support.
- Work in partnership with parents/carers and external agencies to secure appropriate provision for pupils.
- Provide reasonable adjustments for pupils with SEND to access learning alongside their peers.
- Create a sense of belonging for all pupils.

3. Action Plan

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

Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Develop a curriculum which is inclusive by design and teaching is of a high quality and adapted to meet the needs of all learners.</p>	<p>Our school offers an adapted curriculum.</p> <p>The curriculum is reviewed to ensure it meets the needs of all learners.</p> <p>Resources are tailored to the needs of pupils.</p> <p>Curriculum resources include examples of people with a range of backgrounds and needs.</p> <p>Targets are SMART, and appropriate for all pupils.</p> <p>Curriculum progress is tracked for all groups of pupils.</p>	<p>Audit resources; monitor use of resources; survey pupils</p> <p>Monitor displays and resources</p> <p>Hold pupil progress meetings</p> <p>Analyse data</p> <p>Set SMART targets</p> <p>Deliver CPD for staff</p> <p>Monitor, evaluate and review pupils' curriculum "diet" and teaching to ensure high quality teaching for all</p> <p>Benchmark against OAP (Ordinarily Available Provision)</p>	<p>SENDCo</p> <p>SLT</p>	<p>July 2027 / Ongoing</p>	<p>Individual needs are met</p> <p>All pupils make at least expected progress or better</p> <p>All pupils access an ambitious, broad, balanced and deep curriculum, appropriate to their needs</p> <p>All pupils access trips and visits</p>

<p>Build a culture of belonging for <u>all</u> learners</p>	<p>Visual timetables are used “First and next” approach implemented Emotion coaching strategies used Trauma informed practice is delivered</p>	<p>Complete case study Identify patterns in the identification of SEND Analyse absence data by group Analyse exclusion data by group</p>	<p>SENDCo SLT</p>		<p>Pupils with ASD; dyslexia and attachment disorder are well supported in school</p>
<p>Provide support for colleagues to ensure adaptive teaching is of a high quality and all groups of learners have equity to ensure equality</p>		<p>Survey stakeholders</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Stakeholders will have access to clear information</p>

4. Monitoring arrangements

This plan will be reviewed every three years, but may be reviewed and updated more frequently if necessary. The plan is available on the school website with paper copies being available upon request.

Our school is committed to ensuring staff are trained in providing equal opportunities for all.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy
- SEND information report
- Supporting pupils with medical conditions policy
- Complaints policy.

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 storey –multi levels			
Corridor access	Wheelchair width			
Parking bays	1 disabled parking bay at the front of the school			
Entrances/ramps	Front door –stepped access Hall access – stepped access Library – steps to bottom annex Steps from office to top annex Steps to staffroom; teachers’ room; Head’s office	Ramp access into the hall Multiple outside doors leading to levelled ground Investigate portable ramp	Premises officer	Feb 28

Toilets	Adult toilets	Disabled toilet on the ground floor		
Reception area	Currently inaccessible from the front door due to steps at the front of the building. Access is through the hall.	Ramp in to school hall		
Internal signage		Conduct survey	Premises officer	Ongoing
Emergency escape routes	All on ground level			