Nurtured we thrive

Accessibility Policy

Compassion, Responsibility, Justice, Forgiveness

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Position	Deputy Headteacher & Inclusion Manager
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Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. The Accessibility Audit
4. Planning duty 1: Curriculum
5. Planning duty 2: Physical environment
6. Planning duty 3: Information
7. Monitoring and review

Statement of intent:

At Thurnham Church of England Infant School, our Christian vision underpins our commitment to ensuring that every child, regardless of need or disability, is valued, included and able to participate fully in school life. Guided by our values of compassion, responsibility, justice and forgiveness, we strive to remove barriers to learning and participation and create an environment where all pupils can flourish.

At Thurnham Church of England Infant School we draw inspiration from the parable of the mustard seed; a tiny seed that grows into a mighty tree, illustrating the potential within us all to thrive. We believe that by nurturing this power we can create a caring Christian community. By acting with compassion and forgiveness, we empower each of us to set a positive example to others. We value everyone's voice and their responsibility to use it for positive change and social justice.

Nurtured We Thrive.

This Accessibility Plan sets out how Thurnham Church of England Infant School will continue to improve access to education for pupils with disabilities in accordance with the Equality Act 2010. The plan addresses:

1. Increasing access to the curriculum.
2. Improving the physical environment.
3. Improving access to information.

We recognise that many pupils may experience barriers due to physical disabilities, sensory impairments, communication difficulties, learning needs, neurodiversity, medical conditions or social, emotional and mental health needs. We are committed to making reasonable adjustments and ensuring all pupils can participate fully in school life.

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 board 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:

- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy

- Supporting Pupils with Medical Conditions Policy / Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board 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 board, 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 board 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

When conducting the audit, the governing board 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 governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

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

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 considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Accessibility Audit

The Governing Body and Senior Leadership Team have reviewed current accessibility arrangements in relation to:

- Access to the Curriculum
- Access to the Physical Environment
- Access to Information

1. Curriculum Audit

Area	Current Strengths	Areas for Development
Teaching and Learning	High-quality adaptive teaching evident across the school.	Continue developing consistency in adaptive practice across all subjects.
SEND Provision	Effective graduated approach and intervention programme in place.	Maintain staff training to meet evolving pupil needs.
Communication	Makaton training delivered to staff and visual supports widely used.	Further embed visual communication consistently across all areas of school.
Accessibility of Learning Resources	Range of interventions and differentiated resources available.	Expand use of assistive technology where appropriate.
Educational Visits and Enrichment	All trips and activities are planned inclusively.	Continue monitoring participation rates of pupils with SEND.

Curriculum Access - further evidence:

- Highly inclusive ethos across the school.
- Experienced SENCO and Inclusion Lead with specialist qualifications in SEND and Dyslexia.
- Staff trained in Autism Education Trust approaches, Childhood Trauma and Makaton.
- Use of Kent Mainstream Core Standards to support quality first teaching.
- Range of evidence-based interventions including:
    - Speech Link
    - Language Link
    - Precision Teaching
    - Sensory Circuits
    - BEAM
    - Colourful Semantics
    - Drawing and Talking
    - Lego-Based Therapy
    - Zones of Regulation
    - Social Stories and Comic Strip Conversations
- Provision Maps used to monitor impact and progress.

- Strong graduated approach of Assess, Plan, Do, Review.

2. Physical Environment Audit

Area	Current Strengths	Areas for Development
Classrooms	Accessible layouts and flexible learning environments.	Continue reviewing classroom arrangements to meet changing needs.
Sensory Provision	Sunflower Room and sensory regulation resources available.	Further develop sensory-friendly environments as needs increase.
Accessibility of Site	Site currently accessible for pupils attending school.	Review signage and wayfinding around the school.
Specialist Equipment	Equipment sourced when required following professional advice.	Develop clear monitoring and replacement schedule.
Health & Safety	Individual risk assessments support accessibility.	Continue annual reviews of all accessibility arrangements.

Physical Environment - further evidence:

- Sunflower Room available as a quieter working and regulation space.
- School able to make reasonable adjustments based on individual pupil need.
- Close working relationships with Occupational Therapy, Physiotherapy and Specialist Teaching Services.
- Risk assessments completed for individual pupils where required.

3. Information Audit

Area	Current Strengths	Areas for Development
Website Information	Policies and SEND documents available online.	Complete annual accessibility review of website content.
Parent Communication	Multiple communication methods available.	Further evaluate accessibility for families with additional communication needs.
Alternative Formats	Information can be adapted when requested.	Develop awareness of available formats amongst parents.
Visual Communication	Visual supports widely used.	Ensure consistency across the whole school.
Transition Information	Strong information-sharing procedures with settings.	Continue developing transition documentation and accessibility.

Information Access further evidence:

- Information available through multiple channels.
- Parents can access SENCO support and information sessions.
- Visual supports and timetables widely used across classrooms.
- Strong relationships with parents and carers through regular meetings and communication.
- Visual timetables and communication supports used throughout the school.
- SEND information and policies published on the school website.
- Information can be provided in alternative formats where required.

Key Priorities Identified Through the Audit

1. Further embed adaptive teaching and inclusive classroom practice.
2. Maintain a high-quality programme of SEND and inclusion training.
3. Increase consistency in the use of visual communication systems.
4. Develop sensory-friendly environments and regulation opportunities.
5. Improve accessibility of information and communication for all families.
6. Continue to review the physical environment to remove barriers and improve independence.
7. Explore and utilise assistive technology to further support access to learning.

Monitoring and Review

The Accessibility Plan will be monitored by:

- Governing Body
- Headteacher
- SENCO and Inclusion Lead
- SEND Governor

Progress against actions will be reviewed annually and reported to governors.

This plan should be read alongside:

- SEND Policy
- SEND Information Report
- Equality Policy
- Behaviour Policy
- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Safeguarding Policy

Annual Monitoring Schedule

Term 1

- Accessibility audit
- Website accessibility review
- Staff training audit

Term 2

- Learning walk focused on adaptive teaching
- Pupil voice survey
- Parent accessibility survey

Term 3

- Governor monitoring visit
- Review of accessibility action plan
- Annual impact report to governors

Whole School Accessibility Outcomes (2026-2029)

By September 2029:

- 100% of staff will have completed annual SEND and inclusion training.
- All classrooms will consistently demonstrate accessible teaching strategies and visual support systems.
- SEND pupil attendance will be broadly in line with the whole-school average.
- SEND pupils will participate fully in trips, clubs and enrichment activities.
- Parent satisfaction regarding SEND provision and accessibility will remain at or above 90%.
- All accessibility audits will show continued reduction in environmental barriers.
- Alternative formats for school information will be available on request and delivered within agreed timescales.
- Governors will receive an annual accessibility impact report and monitor progress against all actions.

4. Planning duty 1: Improve Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff knowledge and confidence in meeting a wide range of SEND needs requires continual development.	Deliver annual SEND and inclusion training programme including Autism, Trauma Informed Practice, Makaton, Speech & Language and Adaptive Teaching.	SENCO, Headteacher, External Specialists	Ongoing annually	100% of staff complete identified training. Staff demonstrate increased confidence and effective classroom practice.	Annual training audit, staff questionnaires and performance management reviews.
	Need to ensure adaptive teaching remains consistently effective across all subjects.	Audit adaptive teaching against Kent Mainstream Core Standards and provide coaching where required.	SENCO, Subject Leaders	2026-2027	At least 90% of observations demonstrate effective adaptive teaching strategies.	Lesson observations, learning walks and work scrutiny.
	Embed Makaton and visual communication throughout all learning environments		Headteacher, external advisors, SENCO		Visual supports evident in all classrooms and key communal areas by July 2027	Learning walks; classroom audits; pupil voice surveys

Medium term	Further develop adaptive teaching approaches aligned with Kent Mainstream Core Standards	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Spring 2028	Consistent inclusive practice across curriculum	
	Audit curriculum resources for accessibility and representation				Resources reflect diverse needs and experiences	Summer 2027
Long term	Risk of SEND pupils being underrepresented in enrichment activities.	Continue planning school visits, clubs and enrichment opportunities with accessibility considered from the outset.	Teachers, SENCO, Educational Visits Coordinator	2028-2029	Participation rates for pupils with SEND are comparable to whole-school participation rates.	Annual review of participation data and pupil voice.
	Maintain inclusive school trips and enrichment opportunities for all pupils		All Staff		Full participation in school activities	Summer 2027

5. Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Complete annual accessibility walk and premises audit	Audit of physical environment	Headteacher / Governors	Annually	Barriers identified and actioned	Summer 2027
	Review classroom layouts to support physical and sensory accessibility	Incorporation of appropriate colour schemes	SENCO / Teachers	Ongoing	Learning spaces accessible to all pupils	Summer 2027
Medium term	Review signage and ensure clear visual signposting around school	Handrails installed	SBM	2027	Improved independent navigation	Summer 2027
	Increasing numbers of pupils require sensory regulation support.	Further develop sensory-friendly environments including the Sunflower Room and classroom regulation resources.	SENCO, Inclusion Team	2027-2028	Reduction in sensory-related behaviour incidents and increased engagement in learning.	Behaviour monitoring data, Boxall assessments and pupil voice.

Long term	Consider future building developments and refurbishment projects through an accessibility lens	Construction work undertaken	Governors / SBM		Accessibility embedded into site development	Summer 2027
	Ensure specialist equipment is sourced promptly when identified by external professionals		SENCO / SBM	Ongoing	Pupils access appropriate resources without delay	Summer 2027

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	School information must remain fully accessible to all families.	Conduct annual review of website accessibility and	SENCO, Website Administrator	Annually	School website remains compliant and key documents remain accessible.	Annual website audit.

		SEND documentation.				
	Some families may require information in alternative formats.	Provide information in large print, electronic format, visual format or alternative formats upon request.	Office Team, SENCO	Ongoing	All requests fulfilled within 10 working days.	Request log reviewed termly.
Medium term	Visual communication systems need greater consistency across the school.	Expand and standardise the use of visual symbols and accessible communication resources.	SENCO, Teachers	2027-2028	Consistent visual communication systems evident throughout the school.	SENCO monitoring and learning walks.
	Review communication methods for families with SEND or EAL needs		Inclusion Team	2027	Improved parental engagement	Summer 2027
Long term	Explore additional digital accessibility tools and software	Audit of website	Leadership Team	2028-29	Improved access to school information	Summer 2027

	Transition information must be accessible and transferred effectively.	Strengthen SEND transition procedures and information sharing with receiving settings.	SENCO, Teachers	2028-2029	100% of SEND pupils have a documented transition plan and handover process.	Annual transition audit and receiving school feedback.

6. **Monitoring and review**

This plan will be reviewed on an annual basis by the governing board and Headteacher. The next scheduled review date for this plan is September 2027 changes to this plan will be communicated to all staff members and relevant stakeholders.