



Thornford CE Primary School

Accessibility Plan

2025 to 2028

Date agreed: November 2025

Review date: November 2028

Developed by: Kirsty Blencowe, Head of School

Approved by: Ian Bartle, Executive Head

1. Introduction

All schools must have an Accessibility Plan. This is required by law - Equality Act 2010.

Accessibility Plans support current and future pupils with a disability.

The Equality Act says that a person has a disability if 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.

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum
- b) improve the physical environment of the school
- c) make information more accessible by providing this in a range of different ways

This is our school Accessibility Plan.

2. Vision and aims

Our aim is for everyone at Thornford Primary School to feel part of the school community. We are committed to making our school as accessible as possible. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible

We want our pupils with a disability to access all elements of school life. This includes school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

3. Objectives

At Thornford Primary School, all staff and governors will be aware of, and working in line with:

- this Accessibility Plan
- the wider disability provisions set out in the Equality Act
- the United Nations Conventions on the rights of:
 - a) the child
 - b) persons with disabilities

Our SEND Governor will champion the needs of pupils with special educational needs and disabilities. They will be involved in developing and reviewing this Accessibility Plan.

Our staff will remove disadvantage faced by pupils with a disability by:

- adopting a 'can do' attitude
- having a flexible approach to teaching
- modifying the curriculum and environment

Person-centred systems will be in place to support the inclusion of pupils with a disability.

4. School context

Thornford Primary School is a rural Church school located in the North of Dorset. Currently we have 104 children on roll (November 2025). We have 4 classes in school with 1 Reception class, a class of Year 1 and 2 children, a class of Year 3 and 4 and a class of Year 5 and 6 children. The school is over 150 years old, however, the current school building dates from 1975 and generally is in a state of good repair.

A copy of our floorplan is available upon request from the School Office.

Our aims and visions

We have strong links with the local church, St. Mary Magdalene and our golden thread: Treat others as you would like to be treated yourself, is used to promote positive attitudes and relationships amongst our pupils.

From their first day in Reception, our children are nurtured in a safe, happy learning environment. A growth mindset and resilience are encouraged and there is provision for the children's individual needs so that pupils can achieve their potential. They are well-prepared socially and academically for the next stage of their education by our dedicated staff.

All the staff have a shared ethos about child-centred education, working together to develop the whole child, encouraging lively enquiring minds; the ability to question and argue rationally; apply themselves and therefore learn, effectively. We teach the children to become responsible, caring individuals, who respect the values of others. Furthermore, we foster a positive attitude towards the local and global community; developing in the children a sense of their place within it.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantages faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

Current Good Practice:

Identification

We ask for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary. Information is also documented on the School Admission form.

Curriculum

Thornford Primary School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive computing equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. Maths and English.
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of conditions such as ASD, epilepsy, attachment disorder, on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments and adaptation of the school environment where necessary;
- modifying worksheets and curriculum content into large fonts for pupils with a visual impairment (VI);
- Speech and Language sessions timetabled to support interventions and NHS work.

Physical Environment:

Thornford Primary School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- providing an accessible toilet and changing facilities;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of curtains and blinds in the classrooms
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.
- All doors have inner door (hinges) protectors in place.

Information:

Thornford Primary School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- providing 'easy read' versions of our school policies as requested
- using social stories and picture symbols to explain school rules for pupils who benefit from this;
- Visual timetables in every classroom.

5. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress.

Where our pupils have an Education, Health and Care (EHC) Plan, we use the information within this to ensure that we have a good understanding of their disabilities and how to support them.

Current pupil data shows that at the start of the 2025 academic year, 12.5% percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

<1% Epilepsy

< 1% Medical conditions that have a long-term impact e.g. asthma, diabetes, heart condition, hypermobility

<1% Diagnosed intellectual or learning disability

<1% Attention Deficit Hyperactivity Disorder

<3% Autistic Spectrum Condition

Outcomes and Participation

- Pupils with disabilities achieve similar outcomes to their peers with appropriate support.
- Targeted interventions, such as one-on-one tutoring and assistive technology, improve learning for those with additional needs.
- Adjustments like sensory-friendly classrooms enhance engagement for pupils with ADHD and ASC.

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Inclusion in School Life

- Our pupils with disabilities participate in at least one school club- this fluctuates during the year depending on age, stage and club offer.

- All school trips are accessible through transport arrangements and extra supervision.
- Adapted sports programs and leadership opportunities ensure inclusion.

We remain committed to fostering an inclusive, supportive learning environment for all pupils.

6. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of Thornford Primary. This told us that:

- Most areas of the school are physically accessible for everyone
- Some entrances and exits would benefit from sloping paths like into the New Hall from the back entrance.
- Parking is limited and there is no specific allocated place for disabled parking

7. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SENCO and SEND support staff
- other staff at the school, including the leadership team
- our SEND Governor and wider governing body
- relevant specialist services

These consultations told us that:

- Some written information that we share could be more accessible

8. Previous actions

Access to the curriculum

During the period of our previous Accessibility Plan, we improved access to the curriculum for pupils with a disability through the following means:

- Careful consideration of accessibility to all subjects for all students
- The use of AI technologies to support learning in key Stage 2 (Years 3-6)

The physical environment

During the period of our previous Accessibility Plan, we improved the physical environment of the school to increase access for pupils with a disability by:

- Developing our ELSA room to be a more accessible, welcoming space.

Access to information

During the period of our previous Accessibility Plan, we made information more accessible to pupils with a disability by:

- Making written information clear and concise, including website and social media including Class Dojo.
- Re-design of the school website for accessibility and font size options as well as continual updates.

9. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and considering the Dorset Local Authority Accessibility Strategy.

10. Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and SEN information report
- Supporting pupils at school with medical conditions policy
- Equality information and equality objectives

It can also be read alongside the following school documents:

- Child protection policy
- Curriculum policy
- Staff development policy
- Health and safety policy (including off-site safety)
- Relationships policy
- School development plan

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Thornford Primary School for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the Local Authority and SAST in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly (and updated if needed). It will be monitored through Senior Leadership meetings and Academic Committee meetings.

This Accessibility Plan runs for 3 years and will be updated in November 2028. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

The Thornford Primary School complaints procedure covers the Accessibility Plan.

12. Accessibility Action Plan

Increasing access to the curriculum

Outcome 1			
What outcome do we want to achieve?	To increase access to the curriculum for pupils with additional learning needs through high-quality, teacher-led interventions.		
What actions will we take to achieve this?	Allocate this time for class teachers to deliver focused academic interventions to small groups or individuals based on identified learning needs. Monitor the impact of interventions through regular pupil progress reviews.		
How can we tell if this is successful?	- Evidence of academic progress in targeted pupils, especially those with SEND. - Intervention records show focused and consistent support delivered by class teachers. - Teacher feedback indicates the released time is used effectively for curriculum support.		
When will this work be done?	Interventions monitored termly		
Approximate cost	Staffing cost dependent on internal deployment		
Responsible person(s)	SLT SENCO	Date complete	July 2026

Improving the physical environment

Outcome 1			
What outcome do we want to achieve?	To install night lights to illuminate the path going towards the New Hall		
What actions will we take to achieve this?	• Invite quotes from approved contractors for installation of suitable lighting. • Schedule and oversee installation once funding is secured and plans approved.		
How can we tell if this is successful?	The area will be lit when it is dark.		
When will this work be done?	By July 2026		
Approximate cost	£ Executive Head and Estates Team research costing and invite quotes. Will be reliant on a site survey		
Responsible person(s)	Site Technician Estates Team		July 2026

Outcome 2			
What outcome do we want to achieve?	Install automatic door to school Reception area		
What actions will we take to achieve this?	• Invite quotes from approved contractors for installation of suitable lighting. • Research appropriate entry systems suitable for wheelchair users. • Schedule and oversee installation once funding is secured and plans approved.		
How can we tell if this is successful?	Good access to school for all users.		
When will this work be done?	July 2026		
Approximate cost	£ Executive Head and Estates Team research costing and invite quotes. Will be reliant on a site survey		
Responsible person(s)	Site Technician Estates Team	Date complete	July 2026

Making information more accessible

Outcome 1			
What outcome do we want to achieve?	Continued training for staff to understand and use IT software to support accessibility of information		
What actions will we take to achieve this?	• Training in reading strategies and IT resources to support access • Training and discussion in using AI resources meaningfully to support pupils in access to their learning		
How can we tell if this is successful?	• IT and AI resources are more commonly used across the school. • Staff share new resources and ideas routinely so that we understand and effectively use new technologies.		
When will this work be done?	By July 2026		
Approximate cost	Staff meeting and training time		
Responsible person(s)	SLT	Date complete	July 2026
Outcome 2			
What outcome do we want to achieve?	For all staff and children to feel supported by our new SENCO now that she is shared across two sites.		
What actions will we take to achieve this?	• Training in reading strategies and IT resources to support access skill all staff • Training and discussion in using AI resources meaningfully to support pupils with social stories		
How can we tell if this is successful?	• Staff share new resources and ideas routinely so that we understand and effectively support the children in all areas.		
When will this work be done?	By July 2026		
Approximate cost	Staff meeting and training time		
Responsible person(s)	SLT	Date complete	July 2026