

Lady Joanna Thornhill (Endowed) Primary School



*Learning for the Head,
Heart and Hand*

Accessibility Plan

We want to ensure your needs are met. If you would like this document in any other format, please contact us: office@ladyj.kent.sch.uk

Reviewed	February 2026
Date of next review	February 2027
Reviewers	Rachael Foster, Headteacher and Kristen Weiss, Inclusion Lead and SENCo
Chair of Governors	James Coumbe

(This policy will be reviewed annually or following any updates to national and local guidance and procedures.)

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1. 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 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

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

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, the complaints procedure sets out the process for raising these concerns.

2. 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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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 disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Lady Joanna Thornhill Primary School Accessibility Plan 2026-2028					
Target A1: Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.					
Objective	Specific Actions	Success Criteria	Implementation (People responsible, resources, costs)	Timescales	Monitoring Arrangements
To ensure that pupils have the correct seating to fully support their postural and regulation needs.	SENCo to continue to liaise with and seek advice from Occupational Therapists regarding the required seating for identified pupils. Purchase standing desk converters, wobble cushions and stools for KS2 classrooms. Integrate alternative seating into classroom setups based on pupil needs. Pupils with height difficulties will have steps and stools fitted for their needs as required.	Specialised seating will continue to be altered and available for identified pupils. Steps and stools to be used for key children.	SENCo, class teachers to liaise with occupational therapists and parents, to ensure chairs, steps and stools are at correct height and weight for pupils.	Ongoing	SENCo and class teacher to ensure regular reviews are carried out for the correct fitting of alternative seating/chairs/ steps/ stools.

To ensure that staff/visitors/pupils can navigate the school environment independently.	Ensure all passageways in school are kept clear at all times to allow access. Continue to monitor accessibility for wheelchair users to all areas of the school site and take action as needed.	Identified pupils will be able to move freely throughout the school.	All staff in all areas to ensure clear passage. TN as school caretaker to oversee.	Ongoing.	Ongoing – regular checks.
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Target A2: Increase the extent to which pupils with disabilities can participate in the curriculum					
Objective	Specific Actions	Success Criteria	Implementation	Timescales	Monitoring Arrangements
To ensure that staff feel confident in planning to meet the needs of current pupils with disabilities.	Organise training for teachers, where required, on adapting the curriculum to meet the needs of pupils with physical disabilities, visual disabilities and hearing disabilities. Training to be carried out for specific pupil support by the named physio and OT for the pupil. Purchase of additional equipment for ensuring accessibility in all subjects eg. communication switches, specialist PE equipment, etc. As part of transition into school for new pupils, parents meet with Pastoral Support Mentor and SENCo to gather information on the child's needs and plan relevant training for staff. Healthcare plan to be written where appropriate.	Where required, teachers are able to meet the needs of pupils with disabilities with regards to accessing the curriculum	Staff with BSL appointed to support deaf pupils as required. Liaise with Sports Teacher to ensure they understand what reasonable adjustments are necessary for specific pupils. Advice sought from STLS VI/HI/PD team for children with sensory impairments.	Ongoing Ongoing	Continue to monitor needs of pupils and SENCo to monitor on a regular basis.

To ensure that all out of-school activities are planned to enable access and participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation. Review activity centres for residential trips. Offer clubs after school that the pupils can access. Liaise with local swimming pool to ensure they have the resources available to support all our pupils accessing the lessons when they are due.	All out-of- school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Pupils able to access clubs they wish to join.	SLT to check provision made by activities centres. School to provide support for pupils with additional needs to attend clubs.	Ongoing	SENCO and SLT to ensure all clubs are accessible.
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To increase the provision of clubs that are accessible for all.	Survey pupils with disabilities to gather views on clubs available Monitor uptake of clubs by SEND pupils Target specific pupils not attending clubs, to promote greater engagement	Increased participation of targeted pupils. SEND pupils report positive views on school clubs	SENCo and SLT monitor provision and promote further clubs to meet identified gaps.	Ongoing	Inclusion Lead to keep a record of access to clubs and monitor whether participation of vulnerable groups increases.
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To ensure that classrooms are optimally organised to promote the participation and independence of all pupils.	Staff members to ensure clear access routes throughout their classrooms for all pupils. Staff members to provide access to adapted ICT equipment to support pupils where required. Identify pupils who would benefit from speech-to-text and recording tools. Procure and deploy appropriate devices and software. Provide staff training on alternative recording technologies Staff members to take auditory needs of pupils into account when arranging class seating plans.	Pupils able to access all learning without (or with a minimum of) adult support.	Class teachers to take responsibility for their own rooms. Inclusion Team to advise/support where necessary.	Ongoing	Regular Health and safety walk by SLT to check that routes are safe and clear for all pupils
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To raise disability awareness to the school and whole community.	Work with external groups to raise awareness amongst staff and pupils on living with disabilities. Display board for neurodiversity Assemblies and PSHE lessons promote awareness of SEND.	Whole school community aware of issues relating to equality and disability.	Inclusion Team to arrange guest speakers/assemblies to raise awareness.	ongoing	Pupils in school to talk to others about having a friend with a disability. Children with disabilities in school to share their experiences with others.
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Target A3: Improve the availability of accessible information to pupils with disabilities.

Objective	Specific Actions	Success Criteria	Implementation (people responsible, resources, costs)	Timescales, including detailed dates of meetings and deadlines	Monitoring Arrangements
To use symbol software to support learners with reading/writing difficulties.	Staff to use Clicker and/or other programs as a means of scaffolding for children with Literacy difficulties (including dyslexia) where appropriate. Widget symbols used within presentations and printed resources to create a communication friendly environment.	Pupils will make progress in areas where IT is used as a resource for support.	Clicker and/or other programs to be used for development of reading and writing.	Ongoing	Staff to have awareness training of different IT resources/ programmes to support pupils.
To ensure that reading materials are adapted for staff, parents and pupils where required.	Staff to be aware of visual impairments of pupils in their class and make necessary adaptations to font size, page layouts and colour preferences. Coloured overlays should be commonly available in school to children who experience visual stress when reading text. Office staff to ensure that parents with similar needs are catered for.	Reading material will be adapted as required.	All staff to take responsibility for pupils in their classes. Office staff to take responsibility for parents with visual impairments.	Ongoing as required.	Lesson observations will highlight where adaptations have been made for pupils with visual impairments.

	Translated versions of school publications are made available to families where English may be a barrier to participation.				
To ensure that the library is resourced to enable access for pupils with visual impairments.	Audit the school library to ensure the availability of large font and easy read texts will improve access. Where necessary, provide magnifying aids so that all pupils can access all library texts. Coloured overlays should be commonly available in school to children who experience visual stress when reading text.	The library will be stocked with a range of books to meet the needs of learners with visual impairments.	SENCo to work together to provide resources in library.	Ongoing as required.	SENCo to monitor provision of large font and easy read as required.

To support parents in accessing/ completing written documentation.	Ensure that information to parents and application forms are written in clear and concise language. Office staff to support in reading/ completing letters and forms. Translated versions of school publications are made available to families where English may be a barrier.	All parents will be able to access written documentation.	Office staff.	Ongoing as required.	SLT to ensure that parents are able to access information, application forms etc.
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4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher, Rachael Foster.

It will be approved by the Governing Body.

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
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy.