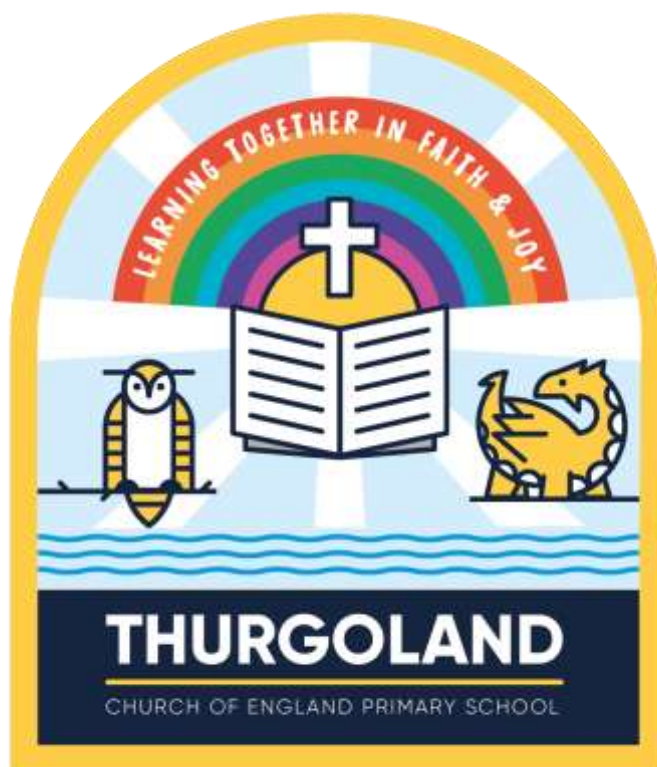


Thurgoland CE Primary Accessibility Plan



Approved by:

Headteacher Mr D Jordan

Date: 23.04.2025

Chair of Governors Mr N Shiggins

Date: 23.04.2025

Review date: Autumn 2028



THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



LEARNING TOGETHER
IN FAITH & JOY

Christian Vision

Loving God,

Bless Thurgoland school and may it be a place of faith and joy.



Children at Thurgoland CE Primary are encouraged to see that everyone is special and unique and, in this way, gain a sense of themselves as a unique individual – that true self, or best self, God has created us to be.

The Church of England states that, when it comes to education, *“The vision is of God-given fullness of life in which each person is both blessed and a blessing” (Church of England Vision for Education p.12)*



As educators we are all passionate about the way children are formed by the environment in which they grow. To become our best selves, we need the environment that enables this.

Our vision is rooted in the Parable of the Mustard Seed (Matthew 13 31-32):

A mustard seed ... *“The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.”*

We are a small school in a valley – but we believe, like the mustard seed, that high standards of education can have far-reaching impact and that our children will grow into those who bless others through their careers, caring and vocations. One tiny seed, just like one small child, carries a world of potential.

Thurgoland CE Primary School is surrounded by beautiful countryside where farming and growing is part of daily life. The parable of the mustard seed provides a link with the historic roots of the school.

With our caring and nurturing ethos firmly embedded in all that we do, every member who joins our school, whether child or adult, like the small mustard seed, is welcomed into a learning environment so that they grow and flourish in its broadest sense—academically, socially, morally, physically and spiritually.

By working and playing together we can love, learn and respect.



Through working and playing together in peace and harmony, Team Thurgoland embodies the concept born from the African philosophy of “ubuntu” — a concept in which your sense of self is shaped by your relationships with other people – underpins how we work together in peace and harmony to become our best self. It’s a way of living that begins with the premise that “I am” only because “we are.”

“I am because we are.”

Our children, our staff, our families and our community – together we are Team Thurgoland.

“It has been said beautifully and profoundly that our God in his most inner mystery is not solitude, but a family.” (John Paul II)

We know you are with us.

Help us to become our best self.



At Thurgoland CE Primary School, everyone is inspired to reach their full potential and become their best self, to make the world a better place.

“Beloved, we are God’s children now; what we will be has not yet been revealed” (1 John 3:2a)

We are committed to promoting a growth mindset. In line with Christian teaching, at Thurgoland CE Primary School there is a big emphasis on everyone striving to move from their former self to a self that has to be found: growth and renewal.

To make the world a better place.



Amen

Contents

1. Aims.....	4
2. Legislation and guidance	4
3. Action plan	6
4. Monitoring arrangements	7
5. Links with other policies	7
Appendix 1: Accessibility audit.....	9

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 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

As a Church School Christian Values and Principles underpin all our policies and procedures; this has particular resonance with regard to any member of our school community with a disability. In line with the school's general aims we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Thurgoland School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We will strive to offer the best possible provision for pupils with a disability, ensuring they have every opportunity to meet their full potential in all aspects of school life. This plan will outline how we will address our responsibilities in respect of current or future pupils with a disability.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

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 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers an adapted curriculum for all pupils.	Short term: To ensure needs are met on an ongoing basis	Undertake confidential survey to ascertain access needs and make sure they are met in meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	Headteacher	Autumn Annually	School staff will have a clear picture of the accessibility of the curriculum for all our pupils.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Medium term: Continue to build on resources to support those pupils with disabilities	Continued development of resources using expertise of outside agencies.	SENDCo	Ongoing	Resources will be available to ensure the needs of all the pupils are met. Staff will be confident in delivering programmes/interventions

	Some curriculum resources include examples of people with disabilities.	Short term: Increase resources available in school showing people with disabilities	Training in place for all staff to use specialised programmes/ interventions as they are introduced	HT SENDCo		Targets and provision is appropriate and is meeting the needs of the pupils.
	Curriculum progress is tracked for all pupils, including those with a disability. The curriculum is reviewed to ensure it meets the needs of all pupils. Support plans reviewed regularly and developed alongside parents and pupils to ensure pupils' needs are met. School staff work with outside agencies as required to ensure pupils' needs are met ie occupational therapy, physiotherapy School staff are trained to deliver programmes to pupils ie speech therapy Sport provision for pupils with disabilities including interschool	Short and medium term: The wider curriculum reflects issues faced by people with disabilities and these are addressed Short and medium term: Progress and social and emotional well-being of pupils with disabilities is a priority through school and is tracked carefully	Audit current resources and provide further materials where there are gaps SLT to monitor during pupil progress review meetings held termly	HT and SENDCo Headteacher	Ongoing Termly	All pupils show an awareness and understanding of the issues addressed and respect and value people with disabilities. Targets and provision is appropriate and is meeting the needs of the pupils.

	competitions					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Soft play around trim trail and reception area • Hand rails fitted 	<p>Improve accessibility for pupils and visitors with disabilities to ensure easy access to the school building.</p> <p>To ensure that all areas of the school are accessible</p>	<p>Short term:</p> <p>Accessible parking bay for disabled staff/visitors.</p> <p>Easy access from car park to reception for wheelchair users/people with pushchairs etc.</p> <p>Long term:</p> <p>Install ramp/ lift for wheelchair access near pupil entrance</p>	Caretaker Headteacher	Ongoing – as necessary	<p>Pupils and visitors requiring wheelchairs or with limited mobility will easily access the school building.</p> <p>Pupils and visitors requiring wheelchairs or with limited mobility will easily access all areas of the school building.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations 	<p>Medium term:</p> <p>Ensure internal signage is effective</p>	Headteacher and Caretaker to review signage around school	Headteacher / caretaker	Annually in spring term	Pupils with disabilities will be confident in moving around and locating resources independently

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	N/A – upstairs is used to store resources only	-	-
Corridor access	Wide corridor Steps towards pupil entrance	Investigate possibility of fitting ramp/ lift which is required to provide access to all areas of the building	HT	2028
Lifts	0	-	-	-
Parking bays	Parking bays are clearly marked	Disabled parking bay to be marked near to main entrance	Caretaker	2028 or as needed
Entrances	2 Main entrance is accessible by wheelchair Pupil entrance has steps	Investigate possibility of ramp/ lift which is required to provide access to all areas of the building	HT	2028
Ramps	0	-	-	-
Toilets	Disabled toilet	- In poor condition. To be refurbished by 2028	HT	2028

Reception area	Accessible from ground floor and close to road and car park	-	-	-
Internal signage	Internal signage generally good			
Emergency escape routes	Majority of emergency exits open to ground floor without steps.	Ramp installation required – hall, pupil entrance	HT	2028