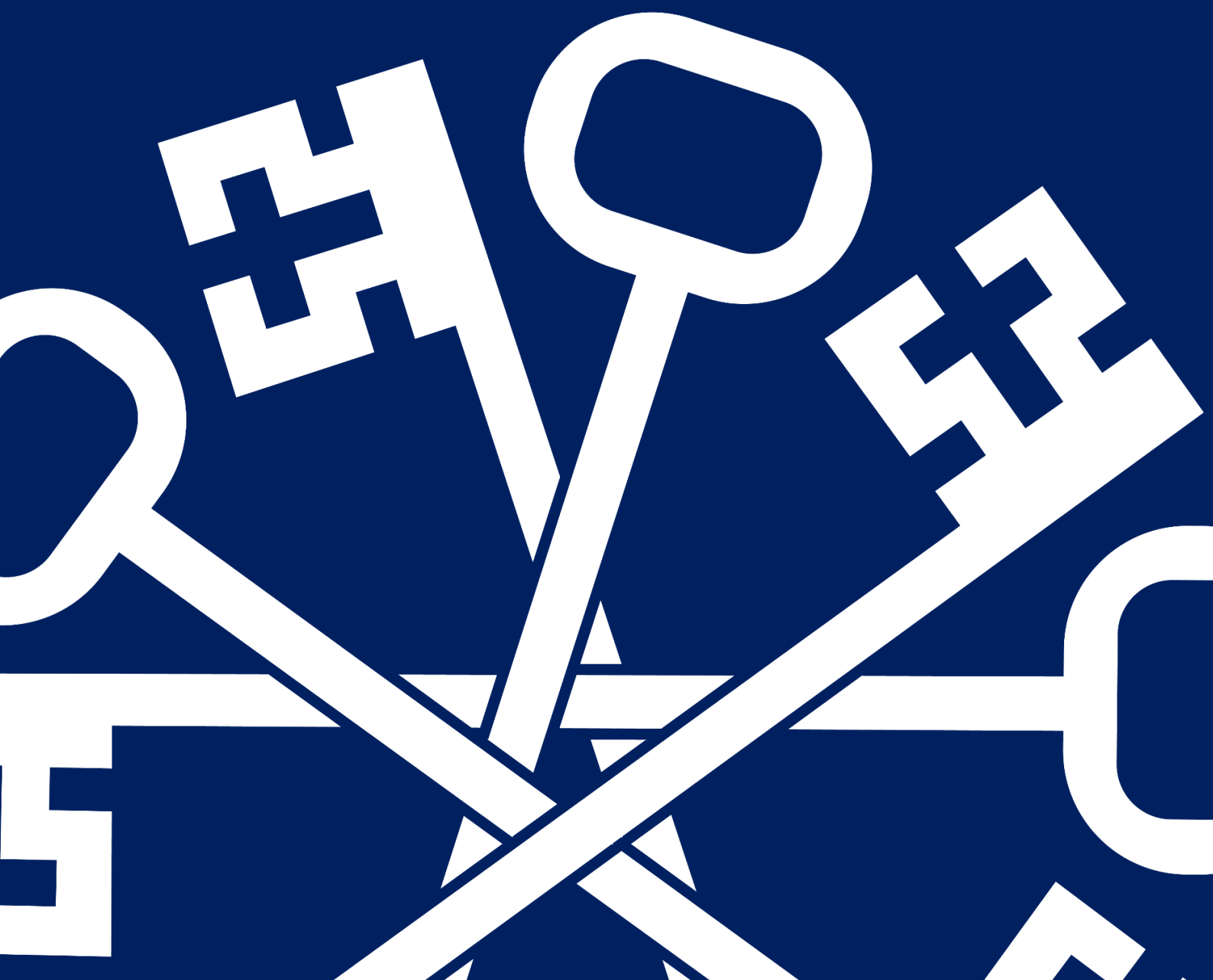




KEYS
ACADEMIES
TRUST

Accessibility Policy and Plan Version 1.3



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1. Policy Statement

- 1.1. At the heart of our mission is the belief that every individual has untapped potential waiting to be unlocked. By fostering an environment that challenges and supports growth, we want to create pathways for social mobility. By providing the right tools, guidance, and opportunities, we enable each person to overcome barriers and reach their fullest potential.
- 1.2. We want our schools to not only places of learning but vibrant communities where every person feels they truly belong. Within this students, teachers, and support staff alike should feel they are developing and succeeding. This success should be an achievable reality for all, irrespective of background or circumstance. It may be quite different for each of us, but the key is the feeling of pride in doing well and enjoyment of the journey.
- 1.3. We are committed to building inclusive environments where the uniqueness of every individual is celebrated, and where collective growth is the norm.

2. Change Summary

- 2.1. The policy has been reviewed as per the annual review cycle and updated names where applicable.

3. Introduction

- 3.1. The Planning Duty under the Equality Act 2010 schools means that all should have an individual Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:
 - a) They have a physical or mental impairment (more than a year), and
 - b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- 3.2. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed at least every three years, approved by school committees, and shared with Trustees.
- 3.3. The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will be published on the school website.
- 3.4. Keys Academies Trust (“the Trust”) schools are dedicated to ensure that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.

- 3.5. Thorpe Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

4. Aims and Objectives

- 4.1. Our Aims are to:
- a) increase access to the curriculum for pupils with a disability.
 - b) improve and maintain access to the physical environment and take advantage of education associated services.
 - c) improve the delivery of written information to pupils.
- 4.2. The school's objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:
- a) SEND Information Report
 - b) Trust SEND Policy
 - c) Local Offer
 - d) Safeguarding Policy
 - e) Health & Safety Policy
 - f) Staff related policies
- 4.3. This plan will also be used to advise and inform future planning documents and policies.

5. Physical Environment

- 5.1. The school has:
- a) A physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors.
 - b) Ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely.
 - c) Corridors are wide and there are no issues walking around school safely for any person in a wheelchair.
 - d) There are rails where there are steps and slopes to access all aspects of the school grounds.

- e) The building is all on one level.
- f) There are 2 accessible toilets located in the main school building and provision is made for individual children within the classrooms such as individual toilet seats/ toilet rails.
- g) Accessible toilets have handrails, an emergency pull cord and easy use taps.
- h) There is a changing table.
- i) Classrooms have fire exits which can be used for all pupils with the exception of Dhal classroom where there are steps.
- j) Classrooms can be fitted with a sound system which enables those with hearing impairments to hear the teacher through the use of their sound button or by connecting their equipment to the sound system.
- k) The Nursery has an accessible toilet with changing table.

6. Curriculum

- 6.1. With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.
- 6.2. The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people and follow school policies and procedures to ensure that these are all dealt with effectively.
- 6.3. Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include: writing slopes, different chairs/seats, use of laptops etc.

7. Information

- 7.1. Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

8. Current Activities

- 8.1. Across the Trust, schools have close working relationships with different nurseries and pre-schools and ensure that transition arrangements are organised throughout the summer term before the child starts school.

- 8.2. Students moving from a PKAT primary school to Jack Hunt Secondary School work to ensure transition arrangements for disabled students are robust and lead to high-quality inclusion.
- 8.3. This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings.
- 8.4. The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability team.
- 8.5. School use outside agencies, including Health Professionals and Educational Psychology Services.
- 8.6. The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding.
- 8.7. Schools have systems in place to ensure that we meet the needs of all of disabled children and young people including Provision Mapping, which identifies children and interventions.
- 8.8. School staff work together as a team to ensure strategies for improving behaviour and access to learning.
- 8.9. An ELSA trained TA is employed.
- 8.10. Access to alternative provision.
- 8.11. The school also works closely with specialist services including:
 - a) STePS (Specialist Teachers and Educational Psychology Services)
 - b) ASD Specialist & Advisory Teacher
 - c) Educational Psychology Service
 - d) Sensory support for children with visual or hearing needs
 - e) Parent Partnership Service
 - f) SALT (Speech and Language Therapy) Jessica Flintoff
 - g) LAC (Looked After Children)
 - h) Family Intervention Worker to support families
 - i) Support for learning
 - j) Mental Health support team (MHST)
 - k) Community Paediatrician

9. Health Provision delivered in school

- a) Additional Speech and Language Therapy input to provide a higher level of service to the school
 - b) School Nurse
 - c) Occupational Therapy
 - d) Physiotherapy
 - e) CAMHs (Child and Adult Mental Health)
- 9.2. The school's committee, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:
- a) Hearing impairment
 - b) Physical disability
 - c) Visual impairment
 - d) Specific medical conditions including asthma, eczema, diabetes
 - e) Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
 - f) Autism
 - g) Speech, language and communication needs (SALT)
 - h) Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome Physiotherapy
- 9.3. Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

10. Review and Implementation

- 10.1. The Accessibility Policy is reviewed annually by the Education Committee and Headteacher. In addition, the Accessibility Plan will be reviewed at least three yearly by all relevant parties, but more frequently in the event of a substantial change in the need of children and young people education within the Trust.

11. Version History

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy created	Jude Macdonald	06/06/2023
1.2	Policy amended	Helen Charlton	14/11/2023

1.3	Policy amended	Georgia Vincent	29.09.2025
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12. Appendix 1: Plan

12.1. This plan is designed to improve accessibility using three areas of focus:

- a) Quality of Education (access to the curriculum)
- b) Improving access to the physical environment
- c) Improving the availability of accessible information for disabled students.

12.2. It should be read in conjunction with the Trust Accessibility Plan, Trust Equality Policy and the Trust SEND Policy.

STRAND 1: QUALITY OF EDUCATION (ACCESS TO THE CURRICULUM)			
Objective	Actions	Lead	Timescale / cost
Promote positive attitudes towards disabled pupils and adults	Ensure representation of disabled characters in books and resources in schemes of work. Ensure images of disabled people are displayed around school. Ensure representation of disabled pupils in after school clubs. Review number of playtime / lunchtime incidents that are disability related	All staff	Ongoing
Improve curriculum accessibility and accessibility of extracurricular activities	Ensure effective auxiliary aids and services are in place for disabled pupils and staff. Ensure school grounds and play equipment is as accessible as possible to all pupils at playtimes. Ensure Social Inclusion Groups are helping pupils integrate. Make reasonable adjustments to ensure pupils with disabilities can go on trips, day visits and residential visits.	SLT Site Officer Class teachers	Each academic year
Increase the competence and confidence of all staff to meet the needs of disabled pupils. Empower staff to engage with pupils in a positive and knowledgeable manner	Ensure all staff have knowledge of the needs of all pupils within their class/care. Ensure staff working with disabled pupils are fully trained on their needs and have a positive impact on them. Access ELSA training and provide specific/specialist training where required. Continue to develop links and engage with external agencies to extend the expertise of staff and extend the learning experiences of pupils.	All staff	Revise each year and plan in for each academic year
Improve SEND systems, process and delivery of provision	Populate and utilise Provision map tool. Ensure information flow is robust and accurate. Embed Trust codes and ensure MIS are updated and census returns are	SENDCo and Trust Director of SEND	Ongoing process

	accurate. Monitoring of APDR within allocated timeframes. Collaborative Trust work on a single graduated approach to ensure high-quality transition between PKAT schools.		
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STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT			
Objective	Actions	Lead	Timescale / cost
Building projects: Take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.	All refurbishment works where practicable will be undertaken to include improving access for disabled pupils. Consideration will be given as to whether making alterations will be part of a logical plan and provide value for money. Contribute to the estates Asset Management Plan to develop the school keeping it fit for purpose and developing areas as needs arise	Headteacher	Ongoing and as required
Pathways and Access: Allow pupils who use wheelchairs and mobility aids to move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities.	Carpark bays need remarking including disabled bay – consider relocating this closer to the main entrance Paint/tape or permanent fixture at bottom of any ramps.	Headteacher Site Officer	July 2026 October 26
Moving around and Evacuation: Ensure pathways of travel around Ensure that the school site and parking arrangements are safe; routes are logical and well-signed ensure emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities ensure non-visual guides are	Handrails need to be painted in bright contrasting colour. Fixed planters require a contrast paint strip or tape added for visual ease. All steps around the school need a bright band to make it clear Internal and external columns need to be contrasted to surroundings.	Headteacher Site Officer	September 26

used to assist people to use buildings	Provide clear markings on the playground/outdoor areas. Provide a contrast between the floor/ground and furniture and large fixtures using paint or tape. Contrast colours where school ceiling is low to improve visibility. The floor should be kept clear of obstacles wherever possible. Mats/rugs fixed to the floor where possible to prevent slipping or tripping.		September 26 October 26 September 26 September 2026
Learning Spaces: Where a risk assessment has been undertaken, relating to a pupil with a disability, staff should implement the recommendations within their own teaching environment, including outside play areas.	Regularly Assess appropriateness of classroom fittings, fixtures and furniture. Declutter and remove excessive items of furniture. Reduce visual wall ornaments, posters and displays. Ensure good contrast between chairs and floors. Mats/rugs fixed to the floor to prevent slipping or tripping.	Site Officer Class Teachers	Ongoing and as required July 2026 September 2025
Lighting: Ensure all areas are well lit	Improve lighting in main areas of the school building switching to an energy efficient source. Consistent and adequate lighting should be provided throughout. All lighting whether electrical or battery operated should be checked regularly. Blinds must be kept maintained and used appropriately to prevent glare.	Site Officer	July 2026 As required

Noise Pollution: Ensure steps taken to reduce background noise for hearing impaired pupils	Provide ear defenders where required.	All staff	As required
Fixtures & Fittings: Ensure fixtures and fittings are easily accessible by all and easy to locate	Contrast hand dryers and toilet roll dispenser to the background in all toilets.	Site Officer	November 2026
Ensure furniture and equipment is selected, adjusted and located appropriately	Either install a ramp to the school stage or formulate a procedure to allow access to the stage for the physically impaired.	SENDCO Site Officer	July 2026
Ensure the needs of pupils and visitors with physical difficulties and sensory impairments are met where appropriate	Install induction loop at the main hatch Train staff on its use.	Site Officer	July 2026

STRAND 3: IMPROVING ACCESSIBLE INFORMATION FOR DISABLED STUDENTS			
Objective	Actions	Lead	Timescale / cost
Signage: Ensure visual signing is clear to all pupils with disabilities	Add signage in Braille to key areas – to be actioned if required	Site Officer	As required
Written information: Making written information accessible to those that: struggle with standard size texts; require simplified texts	Identify and assess these specific pupils during admission so that staff can provide appropriate resources, including: Enhanced worksheets & Scripts; Large text reading books or Braille; Simplified learning texts	All Staff	Beginning each academic year or when a new pupil with SEND enters school
Digital Information: Make use of digital/visual technologies to enhance accessibility to curriculum and information	An assessment to be made of the impact of using a digital technology with a class where a disabled pupil is working. Recognition must be given that some formats, whilst beneficial to many pupils, will not be appropriate for all.	All Staff	Beginning each academic year or when a new pupil with SEND enters school
Induction/Reviews: Induct the pupil into school to determine if any reasonable adjustments are required.	Use information gained to make necessary adjustments, inform staff and put in place programs of assessment to	SENDCO Teacher	Upon admission/start of disability Annual Reviews

Review previous arrangements	review and monitor the individual's progress.		
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