

# Thomas Jones Primary School

## Accessibility Plan 2026-2029

The Governing Board of Thomas Jones School adopted this Accessibility Plan on Monday 2<sup>nd</sup> March 2026. Progress against the Accessibility Objectives set out in the plan will be reviewed annually and the entire document will be reviewed on a three year cycle.

### 1. Objectives

At Thomas Jones school we are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We aim to ensure the accessibility of provision for all pupils, parents/carers, staff and visitors to the school. The achievement of pupils is monitored by a number of factors including disability and we use this data to support pupils, raise standards, ensure inclusive teaching, make sure that all groups of pupils are achieving well and that all aspects of school life are accessible to all pupils.

Our Accessibility Plan will be reviewed every three years with our Accessibility Objectives reviewed annually.

The Accessibility Plan contains relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are prepared equally for life. This aspect covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents/carers and visitors with disabilities. Examples might include handouts, timetables and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

### 2. Policy and Practice

This Accessibility Plan takes due regard of legislation, namely: the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum policy

- Health and Safety policy
- Single Equality policy
- Special Educational Needs and Disabilities policy
- Positive Behaviour Management policy
- School Improvement Plan

### **3. Consultation and Involvement**

It is a requirement that the development of this plan and the Accessibility Objectives have been informed by the input of staff, children and parents/carers. We have used the following to shape the plan:

- Feedback from our parent consultation
- Discussions with parents regarding specific children's needs
- Feedback from pupils through pupil surveys, regular school evaluations and more specific input from school councilors
- Input from the leadership team, deputy and head
- Input from governors including parent and school governors
- Input from staff through staff meetings/ INSET
- Issues raised in annual reviews or reviews of progress on Support Plans
- Model Accessibility Plans from the local authority

### **4. Roles and Responsibilities**

#### **4.1 The role of governors**

- The governing board will review the Accessibility Plan in line with the three year cycle and will review progress towards Accessibility Objectives annually.
- The governing board has set out its commitment to equal accessibility in this plan and it will continue to do all it can to ensure that the school is fully accessible to pupils, parents/carers, staff and visitors.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents/carers and pupils through decisions made at regular governor meetings- also see Accessibility Objectives.

#### **4.2 The role of the head teacher**

- It is the head teacher's role to implement the school's Accessibility Plan and Accessibility Objectives, supported by the governing board.
- The head teacher has set out his commitment to equal accessibility in this plan and will continue to do all he can to ensure that the school is fully accessible to pupils, parents/carers, staff and visitors.
- It is the head teacher's role to ensure that all staff are aware of the Accessibility Plan and Accessibility Objectives, and that teachers support the achievement of these.
- The head teacher promotes the need for accessibility for all when developing the curriculum.

#### **4.3 The role of all staff: teaching and non-teaching**

- All staff will ensure that the curriculum and premises are accessible to all and will maintain awareness of the school's Accessibility Plan and Accessibility Objectives.
- Teachers support the work of ancillary or support staff and encourage them to ensure all areas of school life are accessible for all.

#### **5. Review of progress and impact**

This plan has been agreed by the governing board. At Thomas Jones school we have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review our Accessibility Plan and accompanying Accessibility Objectives on a three year cycle. Progress towards the objectives will be reviewed on an annual basis. Progress towards meeting objectives will be published on our website annually.

All governing board meeting agendas will contain an item related to accessibility.

**February 2026**

### Thomas Jones Accessibility Objectives

<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
To ensure school staff and governors are aware of any issues related to accessibility and are actively involved in resolutions.	<p>All staff and governors to have read the school's Accessibility Plan and Objectives</p> <p>All governing board meeting agendas will contain an item related to accessibility</p>	Ongoing	Head teacher Governing Board Staff	<p>Staff and governors are aware of access issues and discuss these in meetings</p> <p>Access issues are continuously monitored to ensure any new needs arising are met</p>
To be aware of the access needs of disabled children, staff, governors and parents/carers	<p>Access plans catered for in Support Plans of disabled children</p> <p>Access audits carried out termly alongside Health and Safety audit to ensure school is easily accessed by all</p>	Ongoing	Head teacher Governing Board Leadership team Site Manager	Governors, staff, pupils, parents/carers and visitors have full access to all areas of the school
To ensure disabled pupils can access education, facilities and services alongside other children both inside and outside of the school grounds	<p>Health and Safety checks termly to identify any obstacles for children/ adults with disabilities</p> <p>Support Plans drawn up termly for children</p>	Ongoing	Head teacher SEND Coordinator Class teachers Site Manager	All disabled pupils are able to access learning and facilities alongside their peers

	<p>with disabilities</p> <p>Transport to be arranged as needed through Westway Community Transport</p> <p>Risk Assessments carried out to ensure safe access to all venues for disabled pupils</p> <p>Building works to take account of access needs of pupils, staff and visitors.</p>			
To ensure appropriate training for staff who teach children with a hearing impairment or visual impairment is up to date.	Liaise with Hearing and Visual Impaired Service	Ongoing	SEND Coordinator	All staff working with children with hearing or visual impairments will have had appropriate and up to date training.
For all extra-curricular activities to be planned to ensure they are accessible to all children	<p>Review all out of school provision to ensure compliance with legislation</p> <p>Risk Assessments carried out for children with disabilities/SEN as required</p>	Ongoing	SEND Coordinator Activity leaders Play Plus team	An increase in pupils with disabilities/SEN accessing extra-curricular activities.

For classrooms to be optimally organised to promote the participation and independence of all pupils	Review layout and range of furniture and equipment to support the learning process in individual classes. Use visual timetables for specific classrooms where beneficial to support children	Termly classroom audits	SEND Coordinator Class teachers SLT	All pupils have access to the National Curriculum  Pupils are all able to move freely and safely around the classroom as required and access materials to support their learning
To review specialist aids and equipment available to pupils with a disability	Aids and equipment reviewed and updated to meet the current needs of each child	Termly alongside a review of children's IEPs	SEND Coordinator Class teachers	Children with SEN and or disabilities are able to access the curriculum with the support of specialist aids and equipment
To ensure that all children on the SEND register have a provision map in place	Support Plans for all children to be reviewed and rewritten termly in conjunction with the child and parent/carer	Termly and Annually-ongoing	SEND Coordinator Class teachers Parents/carers	Provision maps and IEPs in place to support the needs of individual children ensuring children are accessing the curriculum and making good progress
To review TA and LSA deployment to ensure pupils are appropriately supported	Rearranging TA deployment as needed to ensure individual children receive additional support to access the curriculum  Review LSA provision for individual children	Ongoing with termly discussions	Head teacher SEND Coordinator Leadership team Class teachers	Children have access to support in order to meet their individual needs

	termly			
To arrange availability of written material in alternative formats	Information related to availability of written information in different formats published on school website and communicated to parents/carers to support their individual needs  DfE documents available in different languages to be shared with parents/carers where appropriate.	Ongoing	Head teacher Leadership team Administrative Team	Written information to be provided in different formats when required
To survey parents/carers on quality of communication	Questions in annual parents/carers questionnaire to focus on quality of communication	Annually	Head teacher Leadership team	Parental opinion is surveyed and action taken appropriately
To raise funds and allocate funds to support accessibility across the school.	Accessibility needs reviewed regularly.  Patron money/Friends of Thomas Jones fundraising allocated to ensure accessibility, as required	Ongoing	Head teacher Leadership team Fundraising team	Additional facilities/events/resources sourced to meet specific accessibility needs across the school.