



Accessibility Plan

Thorndown Primary School Principles

Thorndown Primary School believes that all members of our community have the right to be successful, positive members of society. To ensure this, everything we do is guided by our three main principles for life at Thorndown.

All our community are entitled to....

Achievement 	Well-Being 	Opportunity
<p>LEARNING ...access to an engaging, challenging, fun and research-informed curriculum that teaches knowledge and how to apply it.</p>	<p>EMPATHY ...understand and recognise their own and others wellbeing and emotions and how they can support themselves and others in managing these.</p>	<p>EXPERIENCE ...access to a range of experiences through visitors, trips and other media that expands their understanding of the world and the possibilities for them within it.</p>
<p>INCLUSIVITY ...an opportunity to succeed regardless of their background, starting point or history.</p>	<p>RESPECT & TOLERANCE ...expect their school to be a safe, supportive and tolerant place and for this to be engrained in all that the school does.</p>	<p>ROLE MODELS ... access to role models that they see themselves, allows them to be ambitious in their own aspirations and understand what paths are available to them.</p>
<p>GROWTH MINDSET ...be taught how to overcome setbacks, set challenging targets and recognise achievements whilst still pushing to further themselves.</p>	<p>PLAY ...a rich and diverse environment that supports their social-emotional well-being and supports the development of resilience, sociability, risk and imagination.</p>	<p>BE PREPARED ... the tools to succeed in an ever-changing world. The curriculum and the tools we use to facilitate it should reflect the world around them and be forward thinking in its development.</p>

Agreed on: Summer Term 2025

Next Reviewed: Summer Term 2026

Planning duty 1: Curriculum

Target	Strategy	Success Criteria	Who	When
Training to identify specific learning difficulties and use appropriate teaching methods.	Staff attend training as appropriate to their role and pupils' are identified. External agencies involved where necessary.	<p>Teachers/ support staff are familiar with the criteria for identifying specific needs and how best to support all children's ongoing needs</p> <p>Children with specific learning difficulties are successfully included in all aspects of school life and make good progress.</p> <p>Liase with external agencies regarding specific support to put in place and follow guidance e.g.</p> <ul style="list-style-type: none"> - SAT Team - SALT - School Nursing Team 	Senior Leadership Team	Ongoing
Extra-curricular activities and residential trips are planned to maximise the accessibility for all children.	Review all out-of-school provision to ensure compliance with legislation. PP pupils to have access to a free high quality extra-curricular club every term.	<p>All out-of-school activities will be conducted within an inclusive environment with providers who comply with all current and future legislative requirements</p> <p>Clubs/trips are well attended and there is a</p>	Senior Leadership Team	Ongoing, as new opportunities are added to the range of out-of-school activities offered.

		<p>broad range of activities to select from.</p> <p>As many PP pupils as possible are taking part in extra-curricular activities and have improved self-esteem and personal development.</p>		
<p>To use Pupil Premium Funding appropriately to ensure that disadvantaged pupils have opportunities to maximise their achievements.</p>	<p>Identify the disadvantaged pupils in our school. Ensure that all staff are aware of these pupils. Deputy Headteacher, with the support of all Team Leaders and SMT, to ensure that appropriate support is in place for these pupils and their progress is monitored half termly.</p>	<p>Disadvantaged pupils make rapid progress and receive appropriate support for their learning and personal development. The gap should be narrowed between disadvantaged pupils and all others.</p>	<p>DHT/SLT</p>	<p>Ongoing</p>

Planning duty 2: Physical environment

Target	Strategy	Success Criteria	Who	When
<p>School is aware of accessibility barriers to its physical environment</p>	<p>Audit of physical environment by H+S committee regularly</p> <p>SENDCO working with SBM and site manager if other needs arise</p>	<p>School continues to be an accessible place for all member of its community</p>	<p>HT/SBM/Site Manager/SENDCO</p>	<p>Ongoing/As required</p>

School buildings remain fully accessible to ensure we meet the needs of the children with physical disabilities, medical needs, SEND and SEMH needs	<p>Building is accessible for all the community. Access compliant with legislation.</p> <p>Specialist areas, such as the Cabin to support according to need.</p>	School remains accessible to individuals with different needs.	HT/SBM/Site Manager/SENDSCO	Ongoing/As required
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Planning duty 3: Information

Target	Strategy	Success Criteria	Who	When
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats	Written information is available in alternative formats when specifically requested	SLT	Ongoing
Website is fully accessible to all	Review of website to take place and ensure it is accessible for all to use and easy to navigate	Website is easy to navigate and accessible to all	HT/SBM	July 2025

Communication with parents meets the different needs of everyone in our community.	Communicate methods with parents include: Telephone, email, Seesaw, website, Text Message, letters home	Parents have adequate communication from school regardless of need	HT	Ongoing
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Monitoring and review

This plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **...**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.