



Thornton Primary School Accessibility Plan 2026-2029

1. Statement of Intent

Under the Equality Act 2010, schools are required to produce and implement an Accessibility Plan. The Act defines disability as a physical or mental impairment that has a substantial and long-term negative impact on a person's ability to carry out normal day-to-day activities.

This plan sets out how Thornton Primary School will:

- Increase access to the curriculum
- Improve the physical environment
- Improve access to information

This plan aligns with current guidance from the Department for Education, reflects inspection expectations from Ofsted, and draws upon evidence-informed practice from the Education Endowment Foundation.

The plan is reviewed every three years and monitored annually by the Headteacher and Senior Leadership Team, with oversight from the Finance, Staffing & Resources Committee.

Thornton Primary School is committed to providing a fully inclusive environment where all pupils—regardless of need—can thrive academically, socially and emotionally.

SEMH SEND Unit (Opened September 2025)

In September 2025, the school established an **8-place SEMH (Social, Emotional and Mental Health) SEND Unit**. This provision strengthens the school's inclusive practice by offering specialist support for pupils with significant SEMH needs while maintaining strong links with mainstream classrooms.

This unit contributes directly to the school's duties under the Equality Act 2010 and is fully integrated within this Accessibility Plan.



2. Aims and Objectives

Aims

- Increase access to the curriculum for pupils with disabilities and SEND
- Improve and maintain access to the physical environment
- Improve delivery of information to pupils, parents and carers
- Meet the medical and mental health needs of all pupils
- Promote inclusion, independence and participation for all pupils, including those within the SEMH Unit

Key Principles (Updated)

In line with the Education Endowment Foundation:

- High-quality teaching is the first response to SEND
- Adaptive teaching benefits all pupils
- Scaffolding is gradually removed to promote independence
- Metacognition and self-regulation are explicitly taught

3. Current Good Practice

Early Identification and Partnership

- Robust SEND identification processes aligned with the SEND Code of Practice
- Strong partnerships with parents/carers and external agencies
- Regular review cycles for SEND support plans and EHCPs



- Use of pupil voice to inform provision

Physical Environment

- Fully accessible, single-storey school building (excluding storage areas)
- Wheelchair-accessible entrances, corridors and toilets
- Safe and inclusive playground access

SEMH Unit Enhancements:

- Dedicated SEMH base with:
 - Low-stimulation environment
 - Safe breakout and regulation spaces
 - Nurture-based provision
- Adapted environments to reduce sensory overload and emotional triggers

Curriculum

The school provides a broad, balanced and inclusive curriculum with adaptive teaching at its core.

In line with Ofsted expectations:

- All pupils access a rich curriculum, not a narrowed offer
- Adaptations are made without lowering expectations

Approaches include:



- Adaptive teaching strategies (not reliance on differentiation by task alone)
- Use of scaffolding, modelling and structured support
- Access to assistive technology
- Flexible grouping and targeted interventions

SEMH Unit Provision:

- Personalised, therapeutic curriculum
- Focus on:
 - Emotional literacy
 - Self-regulation
 - Social skills
- Structured routines and predictable environments
- Gradual integration into mainstream lessons where appropriate

Information

- Information shared in accessible formats (visuals, simplified text, digital formats)
- Use of:
 - Visual timetables
 - Now/Next boards
 - Symbol-supported communication

For SEMH pupils:

- Clear, consistent communication systems
- Regular home-school communication
- Multi-agency collaboration (e.g. Educational Psychology, CAMHS)



4. Access Audit (Updated)

- School is largely accessible to wheelchair users
- Accessible toilet and shower facilities available
- Clear signage and emergency evacuation routes

Enhancements since 2025:

- Development of SEMH provision spaces
- Improved safe spaces and regulation areas
- Ongoing review of sensory environments

5. Management, Coordination and Implementation

- Headteacher and SLT lead implementation
- SENDCo oversees SEND and SEMH provision
- Governors monitor compliance and impact

The school:

- Works closely with the Local Authority and external professionals
- Ensures staff receive regular CPD in:
 - SEND and inclusion
 - SEMH and trauma-informed practice
 - Behaviour as communication



In line with Education Endowment Foundation guidance:

- Interventions are evidence-informed and regularly evaluated
- Staff are trained to deliver high-quality teaching for all

6. Action Plan 2026-2029

Curriculum Access

Target	Strategy	Outcome	Timeframe
Enhance adaptive teaching across school	Professional aligned with EEF guidance	Improved outcomes for SEND pupils	Ongoing
Increase access to assistive technology	Audit and purchase resources (e.g. iPads, laptops)	Pupils access curriculum independently	Ongoing
Strengthen SEMH Unit curriculum	Develop therapeutic and academic balance	Improved engagement and regulation	2025–2026
Improve transition (including SEMH pupils)	Structured transition plans with secondary schools	Smooth transitions	Ongoing

Environment

Target	Strategy	Outcome	Timeframe
Improve inclusive playground access	Adapt equipment and zoning	Increased participation	Ongoing
Enhance SEMH provision spaces	Develop calm and sensory areas	Reduced dysregulation	Completed 2025
Maintain accessibility compliance	Regular audits	Safe environment	Annual

Medical & SEMH Needs



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Target	Strategy	Outcome	Timeframe
Meet medical needs effectively	Staff training, care plans	Safe pupil support	Ongoing
Develop SEMH expertise	Staff Professional Development (trauma-informed practice)	Improved behaviour and wellbeing	Ongoing
Strengthen multi-agency working	Regular reviews with external services	Holistic support	Ongoing

Information Access

Target	Strategy	Outcome	Timeframe
Improve communication formats	Use visuals, digital tools	Better understanding for all	Ongoing
Enhance parent communication	Workshops, regular updates	Stronger partnerships	Ongoing

Monitoring and Review

- Reviewed annually by SLT and Governors
- Full review every three years
- Evaluated against:
 - Pupil outcomes
 - Inclusion measures
 - Attendance and wellbeing data

The plan will be published on the school website and may be reviewed during inspection by Ofsted.

Reviewed: March 2026

Review Date: September 2026



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Signed: David Ashcroft, Headteacher