Accessibility Policy and Plan

Reviewed September 2025



The Stour Academy Trust

This Accessibility Plan is compliant with current legislation and requirements as specified in The Special Educational Needs and Disability Regulation, 2014, the Disability Discrimination Act and the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

It should be read in conjunction with the following policies, strategies and documents of the school:

Teaching and Learning Policy
Complaints Policy
Equal Opportunities Policy
Charging and Remissions Policy
Health & Safety Policy
Homework Policy
School Behaviour and Anti-Bullying Policy
Well-Being and Involvement Policy
SEND Policy
Premises Management: Security and Procedures

Thistle Hill Academy Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with its stakeholders and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.

This Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (an in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Thistle Hill Academy is committed to providing a fully accessible environment which values and includes all pupils, staff, parents 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. Currently the school does not have any pupils, staff or parents with disabilities requiring additional access.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to it. We will take 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 as equally prepared for life as are the pupils without a disability. This 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 and visitors with disabilities; examples might include hand-outs, timetables, textbooks, and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

IMPROVING THE CURRICULUM ACCESS

TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT	REVIEW July 2024
Training for teachers and support staff on Children with Special Needs (as detailed in SEND action plan)	Review the needs of children with specific issues, provide relevant training	All staff have a clear understanding of strategies to improve children's access to the curriculum	Ongoing involvement as appropriate	Increase in access to an appropriate curriculum though reduction in barriers to learning	Achieved. Further training to be arranged when identified as necessary
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation on a regular basis	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On going	Increase in access to all school activities for all pupils	SEND children have spaces allocated at clubs. Ongoing target to engage more SEND children in after school clubs
All Staff have awareness of and access to information on the needs	Introduce Pupil Profiles for most vulnerable children and	Staff have a unified approach for supporting and managing	Yearly review of Pupil profiles	Consistent approaches used to in order to reduce stress	Ongoing pupil progress and wellbeing meetings

of most vulnerable children	those with specific needs	individuals based on their needs		and target support more effectively	
Classrooms, including Nurture are optimally organised to promote the participation and independence of all pupil	Review layout of furniture and equipment to support the learning process in individual classes. Promote use of visuals in individual classes	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing Visual timetables and good sitting/listening prompts already in use.	Increase in access to an appropriate curriculum	Achieved – to continue and develop to reflect needs of each cohort of children
Ensure all children on the SEND register have individual targets; either on the provision map or personalised plan	Provision maps for all children reviewed termly	Provision maps and targets are relevant, up to date and form a key part of the planning process for all pupils	Review termly	Provision maps, personlaised plan and targets in place to support the needs of individual children	Achieved and now developed through the use of TES PM (introduced Summer 24)
Review TA deployment so that all pupils are appropriately supported	SLT to discuss termly at Strategy Meetings	Adult support is appropriately delegated according to the needs of individual classes/children	Review termly	Children have access to appropriate support	Achieved – continued as part of ongoing CPDL plan to meet needs of new TAs and ensure staff are skilled in meeting the needs of new children joining the school.
Training for teachers to enable them to meet the Mainstream Core Standards for all learners	Undertake a MCS audit for all staff.	All class teachers are meeting the Mainstream Core Standards	Annual focus	Increase in access to an appropriate curriculum	Achieved – continued as part of ongoing CPDL.

IMPROVING THE PHYSICAL ACCESS

		REVIEW July 2025
Approach to entrance	The school can be entered without using the steps. The main doorway is wide enough to facilitate wheelchair access.	Achieved – continue to monitor
Car Parking and Deliveries	There is currently a disabled parking bay.	Achieved – continue to monitor
Toilet facilities	There are two disabled toilets, one upstairs and one downstairs. They both have handrails, that are visually friendly, and lever function taps.	Achieved – continue to monitor
Internal mobility lower floor	Fully accessible and DDA compliant.	Achieved – continue to monitor
Internal mobility upper floor	There is a lift that can be accessed using a wheelchair. Internal doors are accessible to wheelchair users. PEEPs in place for children with mobility issues.	Achieved – continue to monitor
Main Hall	All external and internal doors are accessible for wheelchair users. The canteen is low enough for wheelchair users.	Achieved – continue to monitor
Outside area access/playground	The playground is fully accessible to all, including wheelchair users.	Achieved – continue to monitor

PE facilities	PE takes part in the main hall on the ground floor or on the playground which is suitably surfaced. PE is adapted to meet the needs of all.	Achieved – continue to monitor. SENDco advices regarding meeting specific needs.

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT	REVIEW July 2024
Availability of written material in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	The school will be able to provide written information in different formats when required for individual purposes. School information published on the school website is updated regularly.	Ongoing	Delivery of school information to parents and the local community involved	Available on request.
Availability of written material in different languages	The school will use translations approved by the LA for key information for EAL families	The school will be able to provide written information in alternative languages when required for individual purposes	ongoing	The delivery of information to parents of EAL pupils is improved	Use of translation tools School website has integrated accessibility tools, including a translate function.
Survey parents/carers on quality of communication.	Part of annual parents' questionnaire	School is more aware of the opinions of parents and acts on this.	Annually	Parental opinion is surveyed and action taken appropriately	Parents are able to respond via Parent View link on the school website and through Microsoft forms for any other polls/surveys, which are sent out on Arbor Parent forum takes place termly.