



WICKERSLEY  
PARTNERSHIP  
TRUST.

# Thrybergh Primary School Accessibility Policy

**DATE:** July 2025

**OWNED BY:** Director of Estates

**APPROVED BY:** Trust Board

**WICKERSLEY PARTNERSHIP TRUST**

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## 1. School Context

Thrybergh Primary School is a mainstream school which is part of the Wickersley Partnership Trust.

***Our Vision and Ethos as a school is to create a climate where all learners are welcomed and are enabled to achieve their potential. We aim for our children to grow into confident, enthusiastic and happy learners who develop their abilities and talents to the full and achieve their very best.***

Thrybergh Primary School is committed to offering an inclusive education to ensure the best possible progress is made by all learners, whatever their needs or abilities. Not all pupils with disabilities have Special Educational Needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils. 'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.' 'Pupils with a disability have Special Educational Needs if they have difficulty in accessing the education they need to fulfil their potential.'

## 2. Curriculum Ethos

At Thrybergh Primary School, we understand that getting the curriculum right for each and every individual student is the single most important factor in ensuring progress, encouraging positive engagement and raising aspirations. We are continually reviewing and improving the curriculum we offer.

We believe that the curriculum is a powerful tool. We are proud that the curriculum in our school is a starting point for a wide and varied learning experience for our students including students with special educational needs and disabilities. We enrich the curriculum by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in and through opportunities to develop deep and sustained engagement and give students the capability to think deeply and critically for themselves. We are committed to developing the whole student.

It is our belief that our school has a strong, broad, balanced curriculum which can be tailored to meet the needs of individuals, so that we can remove barriers to learning and allow all students to access the curriculum appropriate to them. Our students will have the opportunity to be creative, to be physically active and to be academically challenged. We ensure the students have a range of learning experiences that challenge, stimulate and promote thinking and learning.

We believe that participation in high-quality physical activity and physical education is valuable in its own right because of the specific educational outcomes and the personal, social and health benefits. It is also a very effective means of engaging young people in their broader learning, by raising aspirations, providing motivation and promoting behaviours that lead to higher levels of attainment across the full range of school subjects. Because of this, we believe that every child in the school deserves equal access to high-quality PE and Sport learning environments and programmes that are inclusive, safe, challenging, progressive and enjoyable, and taught by specialist tutors.

These opportunities are embedded in the school curriculum, available as out of school hours provision and in the community. The wider promotion of physical activity as part of a healthy lifestyle is extremely important as well as the opportunity to take part in extra-curricular clubs and teams. All pupils have the opportunity to take part in outdoor education/water sports through Wickersley Partnership Trust's Ulley Centre.

Throughout our curriculum offer, we are dedicated to:

- Supporting all pupils to achieve their full potential and prepare them to live as well-adjusted, autonomous and valued members of society.
- Students with a disability are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- Providing a broad and balanced curriculum, relevant and differentiated, which demonstrates both progression and coherence.
- Ensuring all teaching staff share responsibility for the progress of students with a disability in their care.

### 3. Equality

Thrybergh Primary School promotes equality for all its staff and students believing everyone has equal value. The policy of equality, of 'opportunity in diversity', is based on the principle of respect for the individual. The school is an integrated whole, inclusive of the students with physical or sensory impairments, communication, learning, social, emotional or behavioural difficulties. It addresses each person's unique, intellectual, physical, spiritual, emotional or social needs.

All members of the school community work together to create an atmosphere in which each member can grow and flourish regardless gender, colour, ethnic origin, nationality, age, socioeconomic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

Positive interpersonal relationships are fostered in a climate of high expectations and respect for individual achievement. Every area of school life reflects this attention to individual needs and rights, as all school policies are founded on these basic principles, which are embodied in the school aims and values. The language used in the school community, spoken or written, fosters a positive attitude to each person whatever her/his race, class, colour, creed, sex, sexuality, age or ability.

## 4. Legislation Consulted

On 1 October 2012, The Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools. (For further information see the Equality and Diversity Policy).

The Act makes it unlawful for Thrybergh Primary School and the school's governance committee to discriminate against, harass, or victimise a pupil or potential pupil in relation to: - Admissions;

- The way we provide education for pupils;
- The way we provide pupils access to any benefit, facility or service;
- By excluding any pupil or subjecting them to any other detriment.

The protected characteristics are:

- Sex;
- Race;
- Disability;
- Religion or belief;
- Sexual orientation;
- Gender reassignment;
- Pregnancy or maternity;

There is still a requirement to have an accessibility plan outlining how we intend to improve access for disabled pupils to the physical environment, the curriculum and written information.

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:-

- The definition of disability is less restrictive;
- Direct discrimination can no longer be defended as justified;
- Failure to make a reasonable adjustment can no longer be defended as justified;
- From September 2012, we are under a duty to make available auxiliary aids and services as reasonable adjustments, where these are not being supplied through a Statement of Special Educational Needs or from other sources.

This plan sets out the proposals of Thrybergh Primary School and the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- A. increasing the extent to which disabled pupils can participate in the school curriculum;
- B. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- C. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan. This Accessibility Plan is reviewed every three years.

## 5. School Accessibility Plan

### 5.1 Section 1: Vision Statement

At Thrybergh Primary School 'We want to send every young person into the world able and qualified to play their full part in it'.

We know that for some students, extra support is required and we take great pride in our provision. Please see our Special Educational Needs Report for further Thrybergh Primary School and further information is also on our website in the SEND section <https://www.thryberghprimary.co.uk/our-school/send/> or if you have any questions at all please contact the SEND Team:

SENDCO

[office@thryberghprimary.org](mailto:office@thryberghprimary.org)

01709 850732

The Disability Discrimination Act placed new duties upon schools to remove discrimination against students with disability in their access to education. It required them to make 'reasonable adjustments' to their policies, procedures and practices to accommodate students with disability more fully in school life.

This plan is in line with paragraph 3 of schedule 10 of the Equality Act and the SEND Code of Practice 2015.

We are happy to discuss individual access requirements and adapt our Access Plan as required so that it meets the needs of all our children.

### 5.2 Section 2: Aims and Objectives

Our aims are to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve and maintain access to the physical environment
- Improve the availability of accessible information to pupils and families with disabilities

The table below sets out how the school will achieve these aims.

<b>Aim</b>  <b>To increase the extent to which pupils with disabilities can participate in the curriculum</b>
<p><b>Current Good Practice</b></p> <p><b>(Include established practice and practice under development)</b></p> <p>The curriculum is implemented to meet the specific needs of individuals and groups of children. When planning work, the staff take into account the abilities and needs of all the children and provide work accordingly which is adapted to need.</p> <p>Learning objectives, teaching styles are modified and access arrangements are deployed. Suitable learning challenges, including targets and support plans for individual children.</p> <p>We respond to children's diverse learning needs, overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, using auxiliary aids effectively to ensure children and young people can be included in the curriculum e.g. visual aids, coloured layovers, pen grips, adapted physical education equipment, adapted keyboards and computer software.</p> <p>Entitlement and enrichment activities and trips are made as inclusive as possible and available to all children. Risk assessments are carried out prior to a trip and reasonable adjustments will be made where necessary to ensure all children can access the enrichment opportunities fully.</p> <p>Where necessary, individual risk assessments are carried out and procedures put in place to enable all children to participate. This may require 1:1 support from a teacher or teaching assistant.</p> <p>Classroom teachers have access to individual student profiles and are trained regularly on how to support and include all students.</p>

Student Voice is gained through subject leader reviews, School Council and student leader meetings/discussions.

Students with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons.

For children with interaction and communication difficulties we use visual timetables, Makaton and Sign Language.

Objectives / Next Steps	Person Responsible	Date to complete actions by	Success Criteria
To increase access to the curriculum for students with disability			
<p><b>Literacy</b></p> <p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.</p> <p>All students will be screened for literacy difficulties in accuracy, fluency and comprehension, and significant difficulties will be addressed through targeted literacy intervention programmes.</p> <p>Support staff will be trained to deliver effective intervention</p> <p>The curriculum will be continually adapted in response to changing needs as informed by the Trust Director of SEND/SEND leads and Subject Leaders.</p> <p>All staff have the relevant training from outside agencies, where appropriate, to support the specific needs of some of our most vulnerable students.</p>	<p>Senior leaders and Literacy Lead</p>	<p>July 2028</p>	<p>All students with a significant literacy difficulty will have an intervention in place. This will have a demonstrable impact on progress and attainment.</p> <p>Staff are confident in using suggested strategies, students benefit from an adapted and differentiated curriculum appropriate to their needs.</p>



<p><b>Physical activity and physical education</b></p> <p>All pupils will have the opportunity to play sport pitched at the physical ability.</p> <p>PE curriculum will be further adapted to suit the needs of all learners. This should include accessibility of equipment and activity. Electives will be researched which are suitable for students with a disability.</p> <p>Providing staff with the opportunity for regular and updated training relating to additional needs, e.g. physical education staff being trained in including children and young people with disabilities in the curriculum</p> <p>Recommendations from OT services will be actioned.</p> <p>Alternative and adapted equipment to be purchased if necessary.</p>	<p>Trust Directors of SEND and Trust Director of PE and Sports development manager</p>	<p>Sept 2025-ongoing and checked throughout the year.</p>	<p>All students have the opportunity to access appropriate PA and PE activities.</p> <p>Pupils have appropriate equipment to access PA and PE curriculum</p>
<p><b>Aim</b></p> <p><b>To improve and maintain the physical environment</b></p>			
<p><b>Current Good Practice</b></p> <ul style="list-style-type: none"> <li>• All classes are at ground level. There is 1 disabled parking bay available on school site. School main entrances have wheelchair access.</li> <li>• Handrails and ramps are in place around school and outside school for access into school and the use of aids such as wheelchairs and walking frames are fully integrated into school life.</li> <li>• Playing fields have level or ramped access and the school has hard play areas.</li> <li>• Students are assessed individually and therefore their provision is bespoke to them. Students who face physical challenges are supported through individual care and access plans, including Personal Emergency Evacuation plans.</li> </ul>			

- Site manager to conduct health and safety walks of the school site to identify any potential hazards with Headteacher each month. School site environment is regularly reviewed and improved to meet the needs of all students. Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs and colour schemes are considered and updated as required.

Objectives / Next Steps	Person Responsible	Date to complete actions by	Success Criteria
<b>To improve and maintain the physical environment</b>			
Develop personal emergency evacuation plans (PEEPs) for specific students. Support staff informed of which students they are responsible for in an emergency situation. PEEPs forms are stored with emergency evacuation register held by the SEND Lead and brought to the evacuation point	SLT Class Teachers	At key transition points within the year.	Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.
<p>Staff are continually informed of all students with a disability and the difficulties they may face with access within certain rooms.</p> <p>Subject Teachers ensure that appropriate seating plans are in place to support students with a disability in their access to each room.</p> <p>Identify adaptations needed, including adaptations for children and young people with sensory needs</p> <p>When planning work, the staff take into account the abilities and needs of all the children and provide work accordingly which is adapted to physical needs.</p>	SLT SENDCO	At key transition points within the year.	<p>All identified students are seated appropriately in rooms to ensure maximum access within each room.</p> <p>Students with restricted mobility have lessons adapted to support needs.</p> <p>Students with sensory needs have lessons adapted to support needs. Calm low stimulus environments are available for pupils with sensory needs.</p>

			School site environment is regularly reviewed and improved to meet the needs of all students.
Contrasting door frames and yellow/ fluorescent warning strips on  vertical posts, steps and handrails, to support students with VI will be incorporated into the buildings and premises	SLT	Ongoing 2025	All students with VI are able to navigate successfully around school safely.
To develop a sensory area/room based on the sensory differences expressed by the children in setting. Use sensory profiles and assessments to develop the sensory provision and plan for sensory activities.	SLT SENDCO	July 2025	Students will use the sensory room with support from staff when required or timetabled.
<b>Aim</b>  <b>Improve the availability of accessible information to pupils and families with disabilities</b>			
<b>Current Good Practice</b>  Handouts, and information given in class, are available and enlarged if requested to meet the needs of pupils with a visual impairment.  ICT is used to display written information in different formats and with different colour backgrounds and fonts. Fonts used on the school website, are clear and appropriate background colours are used.  Access arrangements are in place for pupils for all internal and external exams			
<b>Objectives / Next Steps</b>	<b>Person Responsible</b>	<b>Date to</b>	<b>Success Criteria</b>

Improve the delivery of information to students with a disability		complete actions by	
<p>Ensure all staff are aware of pupil profiles to meet the needs of all students.</p> <p>Information will be collated from feeder schools regarding access arrangements</p>	<p>SENDCO</p> <p>SLT</p>	<p>At key transition points within the year.</p> <p>Checked termly.</p>	<p>Students with restricted vision and hearing can access mainstream lessons and examinations</p>
<p>Delivery of information regarding school events will be tailored to the needs of pupils and parents/carers with communication needs. Signposting to information, advice and guidance is effective, for example the Family Information Service, SEND Local Offer, SENDIASS and the LA will be provided for families.</p> <p>Staff receive regular Makaton /BSL training.</p> <p>Hearing loops will be fitted</p>	<p>SLT</p>	<p>Checked termly.</p>	<p>Students and families with restricted vision and hearing can access school events and information</p>
<p>Ensure that transition from setting to setting is carefully planned and personalised for children and young people with SEND.</p>	<p>SENDCO</p> <p>Class Teachers</p> <p>SLT</p>	<p>July 2028</p>	<p>Students will experience a positive transition.</p>



# **Thrybergh Primary School**

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