Thomas Telford Primary Free School

Accessibility Plan

Thomas Telford Primary Free School Accessibility Plan 2026-27

Schools' Duties around Accessibility for Disabled Pupils

The Equality Act 2010. Schools must implement accessibility plans which are aimed at:

• Increasing the extent to which disabled pupils can participate in the curriculum

• Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

• Improving the availability of accessible information to disabled pupils

Reasonable Adjustment Duty

The Equality Act requires schools and LAs to make reasonable adjustments to ensure that disabled pupils are:

• Not at a substantial disadvantage

• Enable pupils to participate in education and associated services. When deciding if a reasonable adjustment is necessary, schools need to consider potential impact on disabled pupils in terms of:

• Time and effort

• Inconvenience

• Indignity and discomfort

• Loss of opportunity and diminished progress.

Responsibility of Schools & LA

ALL providers to make reasonable adjustments to avoid disadvantaging pupils with disabilities, but schools have an additional duty to plan for better access for disabled pupils.

• Schools are required to prepare accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering maintained schools in their area.

• The nature and content of plans will depend on size of school and resources available to the school.

• Important that schools and LA share information on their plans so that LA accessibility strategy and individual schools' accessibility plans inform each other.

• The reasonable adjustments duty and a wider and more strategic planning approach for schools are intended to complement each other.

Accessibility Plans Target 3 Areas
1. Increasing the extent to which SEN and disabled pupils can participate in the school curriculum.
• Provide regular staff training on inclusive teaching strategies, adaptive teaching and reasonable adjustments to ensure lessons meet the needs of SEN and disabled pupils. • Review and adapt curriculum resources to ensure they are accessible, including the use of visual supports, assistive technology, differentiated materials and alternative recording methods where appropriate. • Monitor participation and attainment of SEN and disabled pupils through termly reviews, pupil voice activities and progress meetings, implementing targeted support where barriers to learning are identified.
2. Improving the physical environment to increase access to education, facilities and services for disabled pupils.
• Carry out regular accessibility audits of the school site to identify and address potential barriers to access, including entrances, corridors, learning spaces, outdoor areas and toilet facilities. • Enhance the learning environment by ensuring classrooms and shared spaces are organised to support pupils with physical, sensory and medical needs, including appropriate seating, lighting and clear access routes.

• Develop and maintain accessible facilities and resources to support full participation in school life, including educational visits, extracurricular activities and school events, making reasonable adjustments where required.
3. Improving the accessibility of information for disabled pupils to ensure they can access information as effectively as their peers.
• Provide information in a range of accessible formats where required, including large print, visual aids, simplified text, audio recordings and electronic formats. • Increase the use of communication and support tools such as visual timetables, symbols, assistive technology and communication boards to support pupils' understanding and independence. • Review communication systems and resources regularly to ensure that letters, learning materials, displays and school information are accessible to pupils with a range of needs, including sensory and communication difficulties.

Accessibility at TTPFS

Thomas Telford Primary Free School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is physically, socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision. Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND. The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Outcome	Action	Timescale	Responsibility	Evidence / Success Criteria	Review Date:
Section 1- Access to the Curriculum and Section 3 – Access to information					
Through reasonable adaptions ensure that written recording is as accessible as possible for all pupils both at home and in school, with a focus on preparation for Y6-7 transition.	Where necessary based on SEND, Y5/6 pupils have access to a laptop and be using Microsoft 365 accessibility functions.	**Summer 2027**	HT/ SENDCo / All staff	All pupils who require it will have access to this software Staff will be confident in using it and teaching its functions.	Summer 27
All staff have appropriate training to support the pupils in their care.	Staff have regular TA meetings, staff meetings regarding adapting learning and resources. Staff have support from external agencies.	**Summer 2027**	HT/ SENDCo / All staff	Staff will feel confident in meeting the needs of all pupils.	Ongoing
Section 2 – Access to the Environment					
Ensure reasonable adaptions/considerations are made when carrying out updates to the school building e.g. their impact on our communities SEND such a sensory sensitivity, e.g. noise, brightness etc.	Class teachers to ensure environments are low arousal and not too busy/overwhelming. Areas in school to remain calm, not too bright and not too loud.	**Ongoing**	HT/ SENDCo / All staff	Adaptions to classrooms will be SEND friendly, ensuring all pupils are able to access all areas.	Summer 27
Ensure staff are vigilant of the new building and any issues that may arise when the children and family access the building for the first time.	Areas, rooms and transitions between these may cause unplanned difficulties. Staff to be vigilant of these and report to the necessary leadership.	**Autumn 2026**	All staff	All pupils and the wider community can access the school safely.	Autumn 2026

Other Relevant Legislation, Regulations & Guidance

- Children & Families Act (2014)
- The Special Educational Needs & Disability Regulations (2014)
- The SEND Code of Practice (revised April 2020)
- Supporting pupils at school with medical conditions (2015)
- Working Together to Safeguard Children (2023)
- Reasonable adjustments for disabled pupils (2012)
- Disability Discrimination Act (1995)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- The Children Act 1989 Guidance and Regulations Volume 2 & 3
- Health Standards (England) Regulations 2003