

# Thrive Independent School

## Accessibility Policy

**Date of Issue:** September 2025

**Review Date:** September 2026



THRIVE INDEPENDENT SCHOOL

### Why do we exist?

Provide students the opportunity to re-engage in learning. Champion individual pathways to success, fostering confidence, building resilience and developing the knowledge and skills needed to succeed in their next steps of life.

### How do we behave?

Work hard. Respect. Grow.

### What do we do?

We establish high-performing alternative provisions, which maximise attainment in core areas, value diversity, develop character and build cultural capital.

### How Will Students Thrive?

Attendance: Students guided and supported to attend Thrive for full time education.

Curriculum: Access a curriculum which matches abilities of our learners.

Pathways: Aim to provide students with a successful pathway back to mainstream education and further careers.

### Policy Statement

Thrive Independent School is committed to ensuring that all pupils are able to access and participate fully in school life regardless of disability, special educational needs, or additional needs. The school recognises that accessibility is a fundamental aspect of equality and inclusion and seeks to ensure that no pupil, parent, staff member, or visitor is disadvantaged because of a disability.

The school promotes an inclusive culture in which all members of the community are valued and supported. As an alternative provision setting, Thrive Independent School recognises that many pupils may face barriers to education due to social, emotional, behavioural or neurodevelopmental needs. The school therefore works to ensure that teaching, support systems and the learning environment are adapted to enable pupils to re-engage successfully with education.

This policy outlines how the school aims to improve access to education for pupils with disabilities and additional needs. It describes how the school seeks to remove barriers to learning, ensure that the school environment remains accessible and safe and provide information in ways that are accessible to all members of the school community.

This policy should be read alongside the school's Equality Policy, SEND Policy, Admissions Policy and Health and Safety Policy.

## **Legislative and Regulatory Framework**

This policy has been developed in accordance with the Equality Act 2010, which requires schools to make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with other pupils.

The policy also reflects the requirements of the Education (Independent School Standards) Regulations, particularly Part 6, which requires independent schools to have an accessibility plan to improve access to education for disabled pupils.

Accessibility planning must address three key areas:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the school to increase access
- Improving the delivery of information to pupils, parents and visitors with disabilities

Through the implementation of this policy and its associated accessibility planning, Thrive Independent School aims to ensure that it meets its legal responsibilities and promotes equality of opportunity for all.

## **Definition of Disability**

Under the Equality Act 2010, a person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Disabilities may include physical disabilities, sensory impairments, learning difficulties, medical conditions, neurodevelopmental conditions such as ADHD or autism and mental health needs. The school recognises that some disabilities may be hidden or fluctuate over time and will ensure that appropriate support is provided where needs are identified.

## **Aims of the Policy**

The aim of this policy is to ensure that Thrive Independent School provides an inclusive learning environment in which pupils with disabilities are able to access education and participate fully in school life.

The school seeks to remove barriers to participation wherever possible and will make reasonable adjustments where necessary to support pupils with disabilities. These adjustments may include adapting teaching methods, providing additional support, modifying learning resources, or adjusting aspects of the school environment where practicable.

The school also aims to ensure that the environment and communication systems used within the school are accessible to pupils, parents, staff and visitors.

## **Increasing Access to the Curriculum**

Thrive Independent School provides a flexible and personalised curriculum designed to support pupils who may have experienced barriers to learning in other educational settings. Many pupils attending the school present with social, emotional or behavioural needs,

including ADHD and related difficulties. Teaching approaches are therefore adapted to support engagement, concentration and participation in learning.

Staff differentiate lessons to ensure that learning activities are accessible to all pupils. This may include adjusting the pace of learning, providing additional guidance, breaking tasks into smaller steps or offering alternative ways for pupils to demonstrate their understanding.

The school is able to provide additional resources where appropriate, including the use of digital technology such as iPads or laptops to support learning and accessibility. These adjustments may support pupils who benefit from visual resources, structured learning tools or assistive technology.

Where pupils require further support, the leadership team works with families and referring schools to identify appropriate strategies or interventions. The school aims to ensure that pupils are able to participate fully in learning and make progress within a supportive environment.

### **Improving the Physical Environment**

Thrive Independent School operates within a single-storey building, which supports accessibility for pupils, staff and visitors. The site does not require ramps or lifts as the building provides step-free access throughout the main learning areas.

The school aims to maintain an environment which is safe, accessible and suitable for the needs of pupils attending the provision. Classrooms and shared spaces are arranged to allow safe movement and appropriate supervision.

While the school does not currently have a specifically designated disabled toilet, a larger toilet facility is available which can accommodate pupils who may require additional space. The school will consider accessibility needs when reviewing facilities or making any future changes to the building environment.

Risk assessments are carried out where necessary to ensure that the physical environment remains safe and appropriate for all members of the school community.

### **Improving the Delivery of Information**

The school is committed to ensuring that information provided to pupils, parents and visitors is accessible. School information can be provided in a range of formats where required.

Where appropriate, information may be provided digitally, which allows documents to be enlarged, adapted or accessed using assistive technologies. Parents and carers may request information in alternative formats where needed.

The school aims to ensure that communication with families is clear, supportive and responsive, enabling parents and carers to engage fully with the school community.

### **Reasonable Adjustments**

Thrive Independent School will make reasonable adjustments where necessary to ensure that pupils with disabilities are not placed at a substantial disadvantage compared with their peers.

Reasonable adjustments may include changes to teaching approaches, adjustments to behaviour support strategies, the provision of additional resources or modifications to school procedures where appropriate.

Decisions regarding adjustments are made on an individual basis and take into account the needs of the pupil, the resources available to the school and the effectiveness of the adjustment in supporting participation.

### **Partnership with Parents and External Agencies**

The school recognises the importance of working closely with parents, carers and other professionals to ensure that pupils receive appropriate support.

Where necessary, the school will work with referring schools, local authorities and external professionals to ensure that pupils' needs are understood and addressed. The school values the views of pupils and parents and will involve them in discussions relating to accessibility and support arrangements wherever possible.

### **Accessibility Planning**

Thrive Independent School maintains an Accessibility Plan which outlines how the school will continue to improve access to education over time. The plan addresses curriculum access, the physical environment and the accessibility of information provided by the school. The Accessibility Plan is reviewed regularly by the leadership team and the proprietor to ensure that it remains appropriate for the needs of the school community.

### **Table of Actions**

<b>Area</b>	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>
Curriculum	Staff SEND training	Headteacher	Annual
Environment	Review building access	Facilities	Ongoing
Information	Provide accessible formats	Admin	As required

### **Monitoring and Review**

The Proprietor holds overall responsibility for ensuring that the school complies with accessibility requirements under the Equality Act 2010 and the Independent School Standards Regulations. The Headteacher and leadership team are responsible for implementing this policy and ensuring that accessibility arrangements are maintained and reviewed regularly.

This policy will be reviewed annually to ensure that it remains compliant with legislation and continues to meet the needs of pupils, staff and visitors.