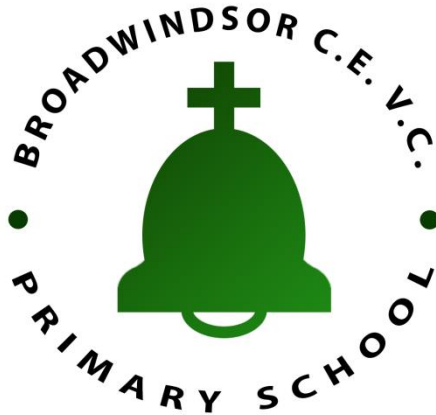


Broadwindsor C.E. V.C. Primary School



Accessibility Plan

April 2026-April 2029

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has 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**.

This is the Accessibility Plan for Broadwindsor C.E. V.C. Primary School.

2. Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and related SEN information report;
- policy for Supporting pupils at school with medical conditions; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Improvement Plan

3. Our vision and aims

Broadwindsor C.E. V.C. Primary School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Broadwindsor C.E. V.C. Primary School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Broadwindsor C.E. V.C. Primary School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable about the impact of particular learning difficulties on their children's learning
- organising classrooms so that they promote the participation and independence of all pupils including supporting pupils with a range specific learning difficulties
- INSET training regarding sensory impairments and the school environment;

Physical Environment

Broadwindsor C.E. V.C. Primary School has already improved the physical environment of the school to increase access for disabled pupils by:

Examples include:

- providing flat or ramped access to majority of school entrances including ramped access to the front main entrance
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;

- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

Information

Broadwindsor C.E. V.C. Primary School already makes written information more accessible to disabled pupils through:

Examples include:

- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using a range of teaching and learning styles and scaffolds, such as visual or kinaesthetic to support all learners
- using social stories, visual timetables and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Broadwindsor C.E. V.C. Primary School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Broadwindsor C.E. V.C. Primary School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the Local Authority Strategy for Accessibility.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the Local Authority Strategy for Accessibility.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Broadwindsor C.E. V.C. Primary School's Accessibility Plan will be implemented by Antoinette Barnes, Headteacher.

Sufficient resources will be allocated by Broadwindsor C.E. V.C. Primary School to implement this Accessibility Plan.

6. Monitoring

The Broadwindsor C.E. V.C. Primary School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Finance Committee.

The governing body, or proprietor will monitor Broadwindsor C.E. V.C. Primary School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Broadwindsor C.E. V.C. Primary School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Broadwindsor C.E. V.C. Primary School complaints procedure covers the Accessibility Plan.

Approved FGB

DATE June 2026

Review date April 2029

ACCESSIBILITY PLAN - April 2026 to April 2029: Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
A CPD programme needs to be constantly developed to ensure that all members of the staff team have an awareness of a range of medical needs e.g. diabetes, children with allergies, their potential impacts on health, learning and emotional well-being and the strategies that can be used to support pupils.	1. Whole school staff awareness training provided by specialists. 2. Online training modules when appropriate 3. Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g., the educational psychologist 4. Pupils will be provided with an Individual Healthcare Plan as required in line with the Supporting Pupils at School with Medical Conditions document.	SENCO All staff SENCO Headteacher and named Governor	Ongoing in relation to current needs in our school	• All pupils and their families feel supported and their needs understood; • All pupils have access to an appropriate curriculum, differentiated as necessary and according to their individual needs; • All pupils continue to achieve in line with their ability; • Teachers and support staff are confident in meeting the needs of all pupils with and know how to support them, including in an emergency.
All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.	1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training 2. Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory and emotional needs can be catered for, etc. 3. Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements and pre visit preparation.	Headteacher and responsible governor Headteacher and EVC Individual class teachers and SENCO	Annual update- September On planning trips and visits On planning trips and visits	• No out of school activities are planned without consideration of how pupils with a disability will be included; • All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; • Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events • Pupils and their families feel included in out of school activities.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
Ensure that all classrooms are optimally organised to promote the active participation and independence of all pupils.	1. Review and implement preferred layouts of furniture and equipment to support the learning process in individual classrooms. 2. Provide regular training and support for staff including this as focus for support staff appraisal targets. Regularly discussing pupils of concern at staff meeting and pupil progress sessions. 3. Review the needs of individual pupils within each class and adjust the staffing structure accordingly. 4. Ensure that staff skills are matched to pupils individual and group needs.	Class teachers SENCO/HT All Staff /SENCO HT/SENCO	Ongoing Ongoing Regular CPD around independence to be delivered in 21/22 and then ongoing Ongoing at least annually Review termly and ongoing	Staff are knowledgeable of how to ensure all pupils participate actively and fully in lessons. They know their role in achieving this. All pupils achieve their full potential in all areas of school life.
Offer relevant training for governors to raise their awareness of SEND challenges in our school.	1. NGA Governor Services or West Dorset Collaboration will provide training for governors. 2. Create a list of acronyms used in SEND and across the school to ensure governors understand what is being discussed and increase awareness of the different needs of children in school.	Chair of Govs/SEND link governor SENCO/HT	Ongoing	Whole school community aware of issues relating to fully inclusive school environment Governors feel confident in talking about SEND and potential barriers to learning and have taken steps to make the school as accessible as possible.

ACCESSIBILITY PLAN - April 2026 to April 2029 Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
The outside areas of the school require improvement; specifically the areas of: • school gates • pedestrian access • access to buildings • paving • external lighting	Investigate the fitting of automated gates and entry system which makes access by all visitors, staff and pupils easier and keeping all pupils safe and as funds are available - install.	Headteacher	Summer 2027	Approx £7,000	• The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards; • Pupils with disabilities and their families are easily and quickly able to access the school building. • The risk of pupils leaving site is reduced further
	Review all pathways and provide improvements to surfaces and footpaths edges as required through annual walkaround with building surveyor. Examples of this surface outside Early year classroom, improvements to drainage on pathway around by William Barnes.	HT Discuss with building surveyor	Summer 2027 and beyond	Unknown	
	After consulting the Building Surveyor about steps around the site the school will paint all step edges with paint to show edges of steps	HT Discuss with building surveyor	Summer 2027	Less than £100	
	Investigate making additional improvements to make building more accessible i.e Year 5/6 classroom, improvements to ramp in the Early Years class	HT Discuss with building surveyor	Earliest Summer 2027	Unknown	
	Ensure lighting at exits to buildings supports all pupils, staff and visitors entering and exiting safely	HT with support of building surveyor	Earliest Spring 2027	unknown	

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
The internal areas of the school will be improved as required to ensure that pupils with physical difficulties can access the wholeschool environment. Specifically, the: flooring	Any remaining tiled flooring replaced with non-slip surfaces Investigations around improving toilet access with building surveyor as pupils requiring such support or improvements are made to existing toilets	HT HT/Building Surveyor	Summer 2027 Summer 2027		- Pupils and their families feel that individual needs are met; - All pupils can safely access all toilets independently or with assistance if necessary.

ACCESSIBILITY PLAN – April 2026 to April 2029 Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website	The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools. We will audit our website, social media and correspondence to parents. Look at best practice from other providers. Think about best use of fonts, audio description, photos, simple language in written correspondence. Develop a "house style" with agreed best font, protocol for website and social media and keeping written correspondence simple	Headteacher Headteacher	ongoing Begin September 2026	- Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means; - Delivery of said information to disabled pupils and their parents is improved and meeting their requirements. - All stakeholders will have the best access to written communication about the school.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need.	and focused. Complete an ASD audit of classrooms and looking at how best to present information and communicate effectively for those with ASD. Develop appropriate training for staff and source resources to make written communication effective for those with ASD. This includes use of social stories and input from PM on working with non-verbal children. Implement any change required after audit – including training staff as necessary.	Headteacher, SENCO and Send Governor	2026/27	Changes will be made to ensure classroom environment and written communication is accessible and useful for all children including those with ASD
	Complete a SLD audit of classrooms and look at how best to present information and communicate effectively for those with SLD. Implement any change required after audit – including training staff as necessary.	Headteacher, SENCO and Send Governor	2026/27	Changes made to ensure environment and written communication supports those with SLD