



Charmouth Primary School

Accessibility Plan

2024 to 2027

Date agreed: 12.11.24

Review date: 12.11.25

Developed by: Jay Owens (Head of School) and Caroline Dare (SENCo)

Approved by: Jay Owens (Head of School) and Caroline Dare (SENCO)

1. Introduction

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

Accessibility Plans support current and future pupils with a disability.

The Equality Act says that 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.

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

- a) increase access to the curriculum
- b) improve the physical environment of the school
- c) make information more accessible by providing this in a range of different ways

This is our school Accessibility Plan.

2. Vision and aims

Our aim is for everyone at Charmouth Primary School to feel part of the school community. We are committed to making our school as accessible as possible. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible

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

3. Objectives

At Charmouth Primary School, all staff and governors will be aware of, and working in line with:

- this Accessibility Plan
- the wider disability provisions set out in the Equality Act
- the United Nations Conventions on the rights of:
 - a) the child
 - b) persons with disabilities

Our SEND Governor will champion the needs of pupils with special educational needs and disabilities. They will be involved in developing and reviewing this Accessibility Plan.

Our staff will remove disadvantage faced by pupils with a disability by:

- adopting a 'can do' attitude
- having a flexible approach to teaching
- modifying the curriculum and environment

Person-centred systems will be in place to support the inclusion of pupils with a disability.

4. School context

Charmouth Primary School is situated in a rural seaside village near to the ancient Jurassic Coastline. There are currently 81 pupils on role. The building was built in 1993 and is in good condition. It has a fully accessible site entrance to the front which leads to a carpark and other site entrances to the side and back of the plot. As well as the building, the front of the school boasts outdoor gardens and play areas and a pond whereas the back contains a large playground, field, apple orchard and tree lined banks. A copy of our floorplan is available upon request from the School Office.

School Values

Grow
Understand
Collaborate
Respect
Inspire

Mission statement/ vision for the future and Ethos

- Charmouth School will be a nurturing, inclusive community where every child is empowered to achieve their full potential. By fostering a culture of respect, equality, and high expectations, we will develop learners who are resilient, confident, and curious about the world around them.
- **Inclusion** will be at the heart of our efforts. Every child, including those with SEND, will have access to a well-designed curriculum that values their unique strengths. We will cultivate a strong sense of belonging through meaningful support for pupils' SEMH needs. Through clear strategies and a team approach, we will work to reduce absenteeism, ensuring all children feel motivated to attend school regularly.
- We will champion **reading and academic excellence** by placing reading at the core of our curriculum. Each child will develop a love for reading, supported by exposure to high-quality texts and a carefully designed curriculum that builds on prior knowledge. Our goal is to equip children with the skills to succeed academically and personally, fostering a passion for lifelong learning.

- **Community and Engagement** will strengthen our school's connection to families. By promoting equality, diversity, and inclusion, we will celebrate the richness of different backgrounds and ensure that all students see themselves represented in their learning. We aim to be a school of choice, recognised for our unique offer, including the Beach School.
- Together, we will build a school where academic success, well-being, and community collaboration create a positive, help us to focus on the needs of our school community

5. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress.

Where our pupils have an Education, Health and Care (EHC) Plan, we use the information within this to ensure that we have a good understanding of their disabilities and how to support them.

Current pupil data shows that at the start of the 2024 academic year, 1 percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

Sensory and Physical- impairment. Pupils partake in all aspects of school life and adaptations are made to ensure this can happen. Our pupils with a disability are working at age related expectations.

6. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of Charmouth Primary School. This told us that:

- Lessons provide opportunities for all pupils to achieve.
- Staff recognise and allow for the mental or physical effort expended by some disabled pupils.
- Relevant staff are aware of and use appropriate access arrangements.
- All school visits are accessible to disabled pupils and planned with them in mind.
- Entrances to the school are accessible and suitable parking facilities are close-by.
- Doorways are wide enough to navigate and can be easily accessed with a supporting member of staff.

- Fire exits are accessible to all pupils, including those with physical disabilities.
- Classrooms, corridors and the hall have double doors that can be opened to widen doorways if needed.
- The layout is conducive to aiding those with mobility issues as they are light, wide and easy to access.
- All communal areas are kept clear and clutter free.
- All classrooms have soundproofing, blinds or fabric curtains to allow background noise to be kept to a minimum.
- Glare is reduced through use of curtains and blinds. These are in all rooms with windows.
- Opportunities to reduce written information have been explored and information is presented to groups suitable for disabled pupils.

7. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SENCO and SEND support staff
- other staff at the school, including the leadership team
- our SEND Governor and wider governing body
- relevant specialist services

These consultations told us that:

Pupils with needs have equitable access to learning and wider opportunities. Provision is carefully planned to incorporate the needs of the pupils. Stakeholders feel included when planning new developments to support the needs of the pupils. Stakeholders feel that their views are taken into account and changes and adaptations made as a result.

8. Previous actions

Access to the curriculum

During the period of our previous Accessibility Plan, we improved access to the curriculum for pupils with a disability through the following means:

- Trauma informed whole school approach
- Training provided to all staff around ACE's linked to safeguarding and learning
- Working with external agencies such as the Specialist Teacher (Dorset LA)
- Staff training in Positive Handling, autism, dyslexia, dyscalculia, Therapeutic Thinking, SALT, sensory needs, hearing impairment.
- Appropriate resources purchased when need arises e.g. wobble cushions, writing slope, pencil grips, timers, fidget toys etc
- Assessment for learning informs next steps

- A range of extra-curricular clubs, including an after-school club provision
- Ethos days, as well as special events to promote inclusion
- Lego therapy provision
- Personalised curriculum provisions
- Personalised Learning Planning training
- Development of the learning environment to promote safety and calmness
- A review of the school's behaviour policy to be inclusive and ensure children with additional needs are responded to fairly

The physical environment

During the period of our previous Accessibility Plan, we improved the physical environment of the school to increase access for pupils with a disability by:

- Ramp at front entrance.
- Ramp from hall to outside area.
- Slope from playground to field.
- Disabled toilet access in main entrance area.
- Fob access to main corridor and keypad to front entrance. Every external door is alarmed.
- New perimeter fencing

Access to information

During the period of our previous Accessibility Plan, we made information more accessible to pupils with a disability by:

- Use of SIM mail.
- Use of widgets to support curriculum delivery and communication
- Tapestry in place for all EYFS pupils
- Social media platform in place to support information sharing
- Engagement with SALT for individuals
- Wellcomm in place
- Nesy utilised
- Parentpay in place
- Weekly updates and half termly newsletters. Accessibility of email information available on request.
- Adaptation of communication used where required e.g for families where English is an additional language emails are predominantly used to enable translate tools to be utilized.
- Disabled parking available on site and for agreed families to use during drop off and pick up.

9. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and considering the Dorset Local Authority Accessibility Strategy. Additionally, the following sources of advice and information have been used:

Equality Act 2010

Advice from our Trust (First Federation Trust)

10. Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and SEN information report
- Supporting pupils at school with medical conditions policy
- Equality information and equality objectives

It can also be read alongside the following school documents:

- Child protection policy
- Curriculum policy
- Staff development policy
- Health and safety policy (including off-site safety)
- Behaviour policy
- School development plan

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Charmouth Primary School for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the Dorset Council and First Federation Trust in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly (and updated if needed). It will be monitored through learning walks and health and safety checks.

This Accessibility Plan runs for 3 years and will be updated in November 2027. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

The Charmouth Primary School complaints procedure covers the Accessibility Plan.

12. Accessibility Action Plan

Increasing access to the curriculum

| Outcome 1 | | | |
|--|--|---------------|-------------|
| What outcome do we want to achieve? | Better use of ICT for individual pupils. | | |
| What actions will we take to achieve this? | <ul style="list-style-type: none"> - Investigations of best use of technology of the needs of pupils in the school (visiting other schools) - Investment in new assistive technology and personalised laptops - Staff and pupil training on apps such as speech to text | | |
| How can we tell if this is successful? | <ul style="list-style-type: none"> - ICT is used in class to support individual pupils better access the curriculum. - Pupils talk of the positive impact ICT is making to their learning | | |
| When will this work be done? | Spring term 2025 | | |
| Approximate cost | Unknown- part of the Trust strategic plan | | |
| Responsible person(s) | HoS and SENCo | Date complete | Summer 2026 |

| Outcome 2 | | | |
|--|--|---------------|---------------|
| What outcome do we want to achieve? | School resources include and promote positive disabled role models. | | |
| What actions will we take to achieve this? | <ul style="list-style-type: none"> - Review of the current curriculum - CPD implementation of 'no outsiders' project | | |
| How can we tell if this is successful? | <ul style="list-style-type: none"> - More resources include the promotion of positive disabled role models. - Implementation of OAP framework - Pupils talk of disabled role models in pupil conference sessions. | | |
| When will this work be done? | Summer 2025 | | |
| Approximate cost | £200 | | |
| Responsible person(s) | H of S | Date complete | Spring 2 2025 |

| Outcome 3 | |
|-------------------------------------|---|
| What outcome do we want to achieve? | A comprehensive curriculum that covers diversity and equality issues. |

| | | | |
|---|--|----------------------|-------------|
| What actions will we take to achieve this? | <ul style="list-style-type: none"> - Review of the current curriculum - Implementation of OAP framework - CPD implementation of ‘no outsiders’ project | | |
| How can we tell if this is successful? | <ul style="list-style-type: none"> - Progressive lessons about equality and diversity are planned into the curriculum - Pupils can discuss themes of equality and diversity learnt in class. | | |
| When will this work be done? | Summer 2025 | | |
| Approximate cost | £200 | | |
| Responsible person(s) | H of S | Date complete | Spring 2025 |

Improving the physical environment

| Outcome 1 | | | |
|---|--|----------------------|-----|
| What outcome do we want to achieve? | Edges to stairs, ramps and kerbs are highlighted and flooring is colour contrasted. | | |
| What actions will we take to achieve this? | <ul style="list-style-type: none"> - Physical environment audit in terms of flooring - Action plan to enable colour contrasted flooring - Edges of stairs and ramps highlighted | | |
| How can we tell if this is successful? | <ul style="list-style-type: none"> - Edges to stairs, ramps and kerbs are highlighted. - Flooring is colour contrasted | | |
| When will this work be done? | By end of Summer 2026 | | |
| Approximate cost | TBC | | |
| Responsible person(s) | H of S | Date complete | TBC |

Making information more accessible

| Outcome 1 | |
|---|---|
| What outcome do we want to achieve? | Future documents follow the SCULPT guidance and are accessible to those with a disability |
| What actions will we take to achieve this? | <ul style="list-style-type: none"> - CPD on SCULPT guidance and how to prepare Easy Read formats of documentation if required - Add voice tags and visuals to important information |
| How can we tell if this is successful? | <ul style="list-style-type: none"> - Parents report easy access of information |

| | | | |
|------------------------------|--|---------------|-------------|
| | <ul style="list-style-type: none"> - Staff report confidence in creating documents using SCULPT principles. - Documentation produced is easily accessible and follows SCULPT guidelines. | | |
| When will this work be done? | End of 2027 | | |
| Approximate cost | £210 | | |
| Responsible person(s) | H of S | Date complete | Summer 2027 |

| Outcome 2 | | | |
|--|---|---------------|-------------|
| What outcome do we want to achieve? | Speech to text and text to speech are options used within the classroom. | | |
| What actions will we take to achieve this? | <ul style="list-style-type: none"> - Investigations of best use of technology of the needs of pupils in the school (visiting other schools) Investment in new assistive technology and personalised laptops - Staff and pupil training on apps such as speech to text | | |
| How can we tell if this is successful? | <ul style="list-style-type: none"> - ICT is used in class to support individual pupils better access the curriculum. Pupils talk of the positive impact ICT is making to their learning | | |
| When will this work be done? | End of Spring 2025 | | |
| Approximate cost | Unknown- part of the Trust strategic plan | | |
| Responsible person(s) | H of S | Date complete | Summer 2025 |