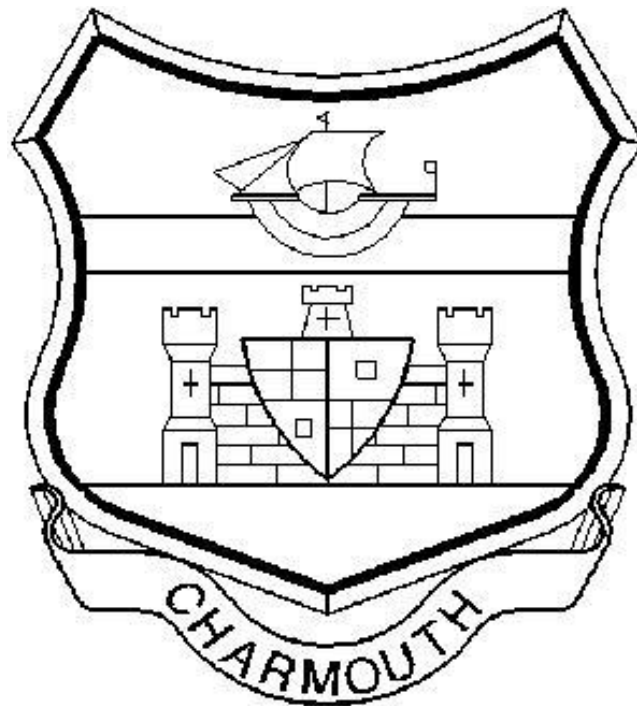




Accessibility Plan For Charmouth Primary School



Statement of intent

This plan should be read in conjunction with the Schools Improvement Plan and outlines the proposals of the board of directors of the First Federation Trust to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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 plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The above aims will also apply to parents and carers with disabilities to help ensure they have the same opportunities to take part in school activities as parents and carers without disabilities.

The board of directors also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Link Director, Head of School and other relevant members of staff
- Directors
- External partners

This plan will be reviewed as needed to take into account the changing needs of the schools and its pupils, where the school has undergone a refurbishment and at least every three years.

Planning duty 1: Curriculum

School background					
Improvements already made to enhance access to the curriculum					
<ul style="list-style-type: none"> • 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. • Wellcomm link in use • 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 					
Next steps to further enhance access to the curriculum					
Issue	Action	Responsibility	Target deadline	Outcome	Review
CPD needed to ensure that teaching and learning methods support pupils with SEMH needs.	1. Therapeutic Thinking approach adopted and rolled out.	HT, SENDCo	July 2025 On entry/ at diagnosis and reviewed in line	SEMH needs are better understood and met within the curriculum.	

	<ol style="list-style-type: none"> 2. All staff trained on Therapeutic Thinking approaches. 3. Behaviour policy and curriculum reflects Therapeutic Thinking approaches. 		with SEND plans.	Pupils with SEMH needs are able to access a broad and balanced curriculum that meets their needs.	
<p>CPD developed to ensure that all staff have an awareness of medical conditions, such as allergies and asthma, the impact of these conditions on health, learning and emotional well-being and the strategies that can be used to support such pupils.</p>	<ol style="list-style-type: none"> 1. Access to training, now online and liaison with school nursing team. 2. Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals 3. Pupils with specific medical conditions will be provided with an Individual Healthcare Plan usually provided by the Medical team and in line with Supporting pupils at school with medical conditions. 	HT, Administrator	<ol style="list-style-type: none"> 1. Annual updates 2. On entry and update at least annually or as a result of updated medical information 3. On entry or at diagnosis 	<ul style="list-style-type: none"> • Pupils and their families feel supported and their needs understood; • Pupils with medical conditions have good access to an appropriate curriculum, differentiated as necessary, according to their individual needs and addressing any missed knowledge and understanding; • Pupils with medical conditions continue to achieve in line with their ability; • Teachers and support staff are confident in meeting the needs of pupils with 	

				specific medical conditions and know how to support them, including in an emergency.	
All out of school activities need to be planned to ensure that all pupils with a disability are able to take part.	<ol style="list-style-type: none"> 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. 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, SENDCo, Admin and Class teachers	Ongoing	<ul style="list-style-type: none"> • 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	
Teaching and Learning methods and environment needs to support pupils with hearing impairments.	<ol style="list-style-type: none"> 1. Update training for staff working with child from advisory teacher. 2. Ensure appropriate learning environment e.g. Quiet classrooms, child facing teacher to facilitate lip-reading (and/or angled towards the teacher, to maximise hearing to the best ear. Clear enunciation and considered talking speed. 	HT, SENDCo	<ol style="list-style-type: none"> 1. December 2024 2. On entry or at diagnosis 	<ul style="list-style-type: none"> • All pupils can access the curriculum. Barriers to learning are removed. 	
CPD needs to develop the effective implementation of SALT provision in EYFS and across KS1, with improved early identification and intervention.	<ol style="list-style-type: none"> 1. Introduction and implementation of Wellcomm and Speechlink screening programs used for early identification of SALT needs. 2. CPD on usage of Speechlink and follow-up activities. 3. Targeted support and intervention provided, often by specialist TAs with support from external therapist as needed. 	HT, SENDCo	<p>July 2025</p> <p>On entry/ at diagnosis and reviewed in line with SEND plans.</p>	<ul style="list-style-type: none"> • All pupils can access the curriculum. Barriers to learning are removed. 	
Further CPD to ensure that ASD-friendly approaches	<ol style="list-style-type: none"> 1. Embedding of ASD-friendly approaches 	HT, SENDCo	July 2025	All pupils can access the curriculum. Barriers	

<p>incorporated universally in QFT and the T and L methods and environment supports pupils with ASD.</p>	<p>incorporated universally in QFT (eg visual timetables).</p> <p>2. In addition, specific further adaptations are made for individual pupils.</p> <p>Ongoing staff training and support from advisory teams as needed.</p>		<p>On entry/ at diagnosis and reviewed in line with SEND plans.</p>	<p>to learning are removed.</p>	
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Planning duty 2: Physical Environment

School background					
School built in 1993, all one level in main school and no additional buildings.					
Improvements already made to enhance access to the physical environment					
<ul style="list-style-type: none"> • 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 key pad to front entrance. Every external door is alarmed. 					
Next steps to further enhance access to the physical environment					
Slope to field is uneven and slippery.	Re-surfacing to take place.	Admin and Business manager	December 2024	Safe access to field for all.	
Perimeter fencing is low and gives limited site security.	New perimeter fence to be installed.	Admin and business manager	July 2024	Increased security of school from car park and road side.	

Planning duty 3: Information

School background					
Improvements already made to enhance access to information					
<ul style="list-style-type: none"> • 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 ½ 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. 					
Next steps to further enhance access to information					
Issue	Action	Responsibility	Target deadline	Outcome	Review
Website requires updating.	New website under development.	HT, Admin and Trust IT lead.	July 2024.	Compliance with requirements and fully accessible information for families, prospective	

				families and for external visitors.	