



Coastal Learning
PARTNERSHIP

Wool CE Primary School

Accessibility Plan

February 2025 to February 2027

Date agreed: 04.3.25

Review date: 21.2.27

Developed by: Tasha Hardy – SENDCo; Emma Robinson – Health and Safety lead/Operations manager; Ellie Griffiths- Head Teacher; Pupils and Parents/carers of Wool Primary

Approved by:

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 Wool Primary 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 Wool Primary, 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

At Wool CE Primary School we are committed to [working together to help everyone grow and flourish](#). From pupils to parents/carers and staff, we believe everyone should feel happy, safe and valued so that they gain a [respectful](#), caring attitude towards each other and the environment [both locally and globally](#).

At Wool Primary we currently, as of Spring 2025, have 92 pupils on roll. We are part of the Purbeck locality, with many pupils living in Wool and the surrounding areas. We follow the National Curriculum which is adapted to meet the needs of all pupils. We have an ambition of 'Working together to grow and flourish' providing our pupils with experiences which will enrich their lives.

The original school building was constructed in 1941 and additions/alterations have been made over the years with the last additions being made in 2008 when the school went through major transition from a First to a Primary School.

The main school is a single storey building with a wide corridor and several access points from outside. The classrooms do not have ramped access from the front door, but a ramped access has been built to the main entrance of the school leading to an additional indoor slope to the KS1 classroom internal door and a wide corridor to access the other 3 classrooms.

The school building is well maintained and in good condition.

On-site car parking for staff and visitors includes two dedicated disabled parking bays to the back of the school. All entrances to the school are either flat or ramped and all have wide doors fitted (the main carpark has access by steps or slope when walking round on to the main road). The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the main entrance and one in the KS1 area. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked; this includes refuge areas for wheelchair users.

A copy of our floorplan is available upon request from the School Office.

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.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with nondisabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

Current pupil data shows that at the start of the 2024/25 academic year, 18% percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need (recorded as Primary area of need):

- 8 Cognitive Learning need – Processing, memory, Dyslexia, Moderate learning difficulty
- 7 - Speech, Language, Communication need
- 8 - Social, emotional and Mental Health
- 1 Physical/Sensory need

Refer to the schools SEND policy for definition of need under the four broad areas stated in the SEN Code of Practice.

6. Audit

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

- Most areas of the school are physically accessible for everyone
- Some entrances and exits would benefit from automated door opening
- The outdoor environment is on an incline and some surfaces are uneven and potentially dangerous
 - Some areas are cluttered
 - Classrooms need to limit amount on displays
 - Classroom furniture layout does not always optimise the accessibility of all learners
 - New LED lighting in some of the classrooms is very bright and currently the strip lights do not have covers.
 - External steps need more visibility

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
- the Diocese
- relevant specialist services

These consultations told us that:

- Not everyone is aware of the Accessibility Plan (parents and staff)
- Not all families feel the homework is accessible for their child's needs

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:

- Differentiated curriculum with alternatives offered such as working with specialist schools/EP to offer the models such as The Engagement Model curriculum.
- Development of adaptive strategies for children with SEND beyond general strategies. Teachers know planning subject specific adaptations and strategies.
- Changing behaviour policy to a behaviour and relationships policy, using a therapeutic and relational practice ethos to support children.
- Implementing a behaviour curriculum
- Introduction of a more rigorous graduated approach for identifying, monitoring and planning for children with SEND.
- A range of support staff including trained teaching assistants
- Multimedia activities to support most curriculum areas
- Use of interactive ICT equipment
- Bikeability for all age school pupils, with an immediate focus on KS2

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:

- Improve classroom furniture layouts to increase access.
- Clear evacuation procedure in place
- Utilise disabled parking spaces for disabled to drop off & collect children
- To use audits as a planning tool to assess priorities in spending to improve accessibility

Access to information

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

- Auditing the school library to ensure the availability of large font and easy read texts will improve access.
- Auditing signage around the school to ensure that is accessible to all.
- offer telephone calls to explain letters home for some families who need this.
- Regular parental communication through a variety of ways depending of family circumstance and need – virtual or in person meetings, email, phone, Joint Action Plans...

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:

SEND Code of Practice 2014
Children's and families act 2014
Equality Act 2010
Behaviour and Mental Health in schools – Autumn 2024

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 Wool Primary 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 CLP Academy Trust and Diocesan Board 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 Health and Safety audits and SEND action plan monitoring.

This Accessibility Plan runs for 3 years and will be updated in February 2028. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

The Wool Primary complaints procedure covers the Accessibility Plan.

12. Accessibility Action Plan

Increasing access to the curriculum

Outcome 1		
What outcome do we want to achieve?	Development of task design across all aspects of teaching and learning so children are not having to apply working memory to a task that is not fundamentally the learning objective for that lesson. Reduce cognitive overload – minimise intrinsic load by matching differentiation of task to expertise of the learner.	
What actions will we take to achieve this?	Deliver 1 skill at a time Present information according to need of child – visual, hands on, limit auditory information. Consider resources using to teach. For example the use of powerpoint presentations – reduce the amount of information shared on each slide. Training opportunities – CPD adaptive strategies, dyslexia friendly audits and universal strategies for teaching	
How can we tell if this is successful?	Increased progress for disadvantaged pupils. Small steps monitored more closely using SEND systems.	
When will this work be done?	Feb 2026	
Approximate cost	£3180	
Responsible person(s)	SENDCo/ Class teachers	Date complete

Outcome 2		
What outcome do we want to achieve?	Effective deployment of Teaching Assistants; prioritising equity to support pupils' participation. Teaching assistants are using recent CPD to deliver strategies/intervention in place to lessen barriers to learning.	
What actions will we take to achieve this?	Support plans in place using Provision Mapping and reviewed termly with child, staff and parent/carer For those children with complex needs that would need specialist provision to have full access 1:1 support put in place. If needed Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil needs.	
How can we tell if this is successful?	Pupils needs are appropriately met through effective deployment of skilled support staff, effective referrals and successful EHCP applications All pupils are supported to achieve their full potential	
When will this work be done?	Annually June 2025, June 2026, June 2027	
Approximate cost	£345,000	
Responsible person(s)	HT SENDCo	Date complete

Outcome 3		
What outcome do we want to achieve?	Support families to help pupils come to school ready for learning to access the curriculum	
What actions will we take to achieve this?	<ul style="list-style-type: none"> • School nurse – clean sleep clinic, particularly with year 6 and tech usage. • Online safety webinar for parents/carers • OT sensory behaviours • Trusted adult for families and pupils that would listen and advocate for them • Implement the behaviour curriculum across home and school. Help families and staff to understand the children’s behaviour is distressed. • Change language and choices how we talk to pupils. For example use phrases such as ‘I want to listen to you’ rather than ‘I want to talk to you’ 	
How can we tell if this is successful?		
When will this work be done?	May 2027	
Approximate cost	£2945	
Responsible person(s)	HT DHT/SENDCo	Date complete

Improving the physical environment

Outcome 1		
What outcome do we want to achieve?	To ensure classrooms are optimally organised to promote the participation and independence of all pupils (incl. limiting visuals on display, keeping information just to display boards)	
What actions will we take to achieve this?	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms. Staff to use the monitoring Performa following the Graduated Approach if unsure of underlying needs.	
How can we tell if this is successful?	Lessons start on time without the need to make UNPLANNED adjustments to accommodate the needs of individual pupils More time available for pupils to participate effectively in curriculum activities	
When will this work be done?	Summer 2025/Autumn 2025	
Approximate cost	£250	
Responsible person(s)	HT DHT/SENDCo	Date complete

Outcome 2		
What outcome do we want to achieve?	To improve the visibility of external steps using florescent paint	
What actions will we take to achieve this?	Contractor	
How can we tell if this is successful?	Improve visibility would hopefully prevent any trips, slips or falls	
When will this work be done?	Summer 2025	
Approximate cost	£250	
Responsible person(s)	Operations manager	Date complete

Outcome 3		
What outcome do we want to achieve?	Maintain all external surfaces to ensure they are safe and suitable for all users	
What actions will we take to achieve this?	Identify areas of concerns and appoint relevant contractor. Review termly for tarmac areas. Statutory annual check on wet pour areas	
How can we tell if this is successful?	Monitor the reporting of accidents to ensure that poor surfacing isn't the cause	
When will this work be done?	Ongoing	
Approximate cost	£700	
Responsible person(s)	Operations manager	Date complete

Making information more accessible

Outcome 1		
What outcome do we want to achieve?	To reach 100% of parents/carers with school and local community information	
What actions will we take to achieve this?	<ul style="list-style-type: none"> - Install external notice board in playground - Make use of front fence to advertise to members of the community - 3 platforms to communicate electronically: Arbour, Website, Our School APP with functionality to sync with parents/carers personal calendars - Phone calls to those who may be harder to harder to engage - Explicitly inform parents and if needed print copies of new policies, accessibility plan, SEND information report and other strategic documents. 	
How can we tell if this is successful?	100% of families will receive communication in their preferred form	
When will this work be done?	September 2025	
Approximate cost	£2100	
Responsible person(s)	Operations manager	Date complete

Outcome 2		
What outcome do we want to achieve?	Improve Mental Health support offer for pupils and their families	
What actions will we take to achieve this?	<ul style="list-style-type: none"> - ELSA to share packs of support both electronically and printed copy for children - Mental Health lead offer drop in sessions for families once termly, sharing information verbally and visually. - Website regularly updated - Training of additional staff in Mental Health support approaches; Stormbreak Shine, Relational Practice, Therapeutic approach that work with families to make our tiered approach to MH more accessible and readily available information about what families can do around concerns - Online safety information sessions in person and virtually for families. Recording of sessions shared on website. 	
How can we tell if this is successful?	<ul style="list-style-type: none"> - More readily available and accessible Mental Health support means pupils and their families feel more supported and confident about what is on offer. - 100% of pupils identified as having an SEMH need are well supported in school and families have the toolkit to support their child at home. 	
When will this work be done?	- January 2027	
Approximate cost	£460.50	
Responsible person(s)	SENDCo ELSA	Date complete