St Nicholas CE Primary School Child Okeford

Accessibility Plan

April 2026 to March 2029

Our policy is underpinned by our school motto:
'Exploring Possibilities Together'

And our theological roots:
'Love one another, as I have loved you' – John 13 v34

Date agreed: 25 March 2026
Review date: 25 March 2029
Developed by: St Nicholas CE Primary School
Approved by: Local Academy Board   25 March 2026

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 St Nicholas CE 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 St Nicholas CE 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

St Nicholas CE Primary School is a caring and highly inclusive primary school and is made accessible for all. We have a single storey building which is situated on the edge of the village of Child Okeford, in rural North Dorset. Pupils are able to access all areas both inside and outdoors.

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 2025/2026 academic year, 0% of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health
Physical and Sensory

6. Audit

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

- Our school is a single storey site and all internal areas are accessible to all children, regardless of need;

- Our school has extensive outdoor learning areas and these are all accessible to all children, regardless of need;
- Our school has a specialist room that can be used to support children with individual needs.
- Our school has a specialist toilet that has wider access in order for anyone to access with a wheelchair or other equipment.

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

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:

Using multimedia activities and interactive ICT equipment (Interactive Whiteboards and tablets) to support 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 programme to ensure that all staff are knowledgeable of the impact of relevant special educational needs or medical conditions (e.g. ASD, epilepsy, attachment disorder, hearting impairment, sensory needs) on learning.

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:

Organising classrooms and working areas so that they promote the participation and independence of all pupils e.g. quiet space, personal work station, calm sensory room and physical sensory room.

Access to information

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

Modifying worksheets and curriculum content e.g. coloured paper, use of IT, large font for pupils with visual impairment and coloured overlays.

Ensuring projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

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.

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 St Nicholas CE 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 SAST (Academy Trust), Dorset Council and the Salisbury Diocese 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.

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

The SAST complaints procedure covers the Accessibility Plan.

12. Accessibility Action Plan

Increasing access to the curriculum

Outcome 1	
What outcome do we want to achieve?	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, their potential impacts on health, learning and emotional well being and the strategies that can be used to support pupils.
What actions will we take to achieve this?	Whole school staff awareness training provided by specialists. Online training modules when appropriate. Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals e.g. the educational psychologist. Pupils will be provided with an Individual Healthcare Plan as required in line with the Supporting Pupils at School with Medial Conditions.
How can we tell if this is successful?	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 supports staff are confident in meeting the needs of all pupils with and know how to support them, including in an emergency.
When will this work be done?	Ongoing in relation to current needs in the school.
Responsible person(s)	All school staff

Outcome 2	
What outcome do we want to achieve?	All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.
What actions will we take to achieve this?	Ensure all of the staff team are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments. Review all out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access or to ensure sensory needs can be catered for.

	Consider any reasonable adjustments required to enable pupils with a disability to take part in all out of school activities - this includes travel requirements as well.
How can we tell if this is successful?	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 school activities and sporting events. All pupils and their families feel included in out of school activities.
When will this work be done?	Ongoing
Responsible person(s)	All school staff

Outcome 3	
What outcome do we want to achieve?	Ensure that all classrooms are optimally organised to promote the participation and independence of all pupils.
What actions will we take to achieve this?	Review and implement preferred layouts of furniture and equipment to support the learning process in individual classrooms.
How can we tell if this is successful?	More time available for pupils to participate in curriculum activities.
When will this work be done?	Ongoing
Responsible person(s)	All school staff

Improving the physical environment

Outcome 1	
What outcome do we want to achieve?	The outside areas of the school will be maintained as finances allow, specifically the areas of pedestrian access, car parking, paving and external lighting.
What actions will we take to achieve this?	Access to pedestrian areas should be reviewed for any potential hazards on a daily basis. Review levels, gradients, cambers and gullies in proximity to all pathways and define footpath edges where necessary and provide tactile paving at key areas. Ensure lighting to car park is operational on a time clock.

How can we tell if this is successful?	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.		
When will this work be done?	Ongoing		
Responsible person(s)	Headteacher, SAST Estates		

Outcome 2			
What outcome do we want to achieve?	The internal areas of the school will be improved as required to ensure that pupils with physical difficulties can access the whole school environment. Specifically the specialist rooms and the accessible toilets		
What actions will we take to achieve this?	Ensure these areas continue to be monitored and brought back into service if and when required.		
How can we tell if this is successful?	Pupils and their families feel that individual needs are being met.		
When will this work be done?	Ongoing		
Responsible person(s)	Headteacher		

Making information more accessible

Outcome 1	
What outcome do we want to achieve?	The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website.
What actions will we take to achieve this?	All written information available to pupils and their parents will be considered in detail by the headteacher, the PTFA and the school council. Pupils with a disability will be asked to take part in this activity and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future pupils during this exercise. 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.
How can we tell if this is successful?	Future written information is designed with the specific needs of disabled pupils in mind.

	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.
When will this work be done?	Ongoing
Responsible person(s)	Headteacher, SENCO, parents, pupils and other staff where appropriate

Outcome 2			
What outcome do we want to achieve?	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		
What actions will we take to achieve this?	Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs. A communication audit by SALT and other specialist services as appropriate to the needs of pupils at the school. Specific training for those developing written information for the school and class teachers supporting pupils with specific needs.		
How can we tell if this is successful?	Staff are aware of the different ways in which pupils take on and learn new information. Thought is given to all future communication with disabled pupils in mind. The school is more effective in meeting the needs of pupils with a disability. Pupils with a disability and their parents feel welcome and confident that their needs are being met.		
When will this work be done?	Ongoing		
Responsible person(s)	Headteacher and SENCO		