



Powerstock CE VA School

Accessibility Plan

June 2025-February 2027

Date agreed: July 2025

Review date: February 2027

Developed by: Head teacher, SENCo, Governing body and Support Staff

Approved by: Governing body

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:

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

2. Our School's Vision and Aims

Our aim is for everyone at Powerstock 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. Our Objectives

At Powerstock 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:
 - b) 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, for example, Moving & Handling Risk Assessment and Care Plans, Assess- Plan- Do- Review documents, Communication Passports, Personal Emergency Evacuation Plan, and Transition Plans.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

4. Our School context

Our Mission Statement

Our school pursues excellence in learning and teaching encouraging every child to seek and achieve their potential within a balanced and engaging curriculum. We provide high-quality care and support. We promote wellbeing with individual rights, responsibilities and Christian values at the centre of the school ethos.

The History of our School

In 1848, Thomas Sanctuary, Vicar of Powerstock, founded Powerstock School in 1848. Our School building looks rather like a small church, and in fact it was once a chapel, dating from the 12th century, in nearby West Milton. It was moved to Powerstock between 1873 and 1876, to provide an extra schoolroom.

In 1994, an increase in pupil numbers led to the addition of a temporary classroom, in the grounds of the school. This classroom was occupied by Seatown Class (Year 5 and 6 pupils). A permanent extension, which included a classroom (Burton), a staff room and toilets, was completed and dedicated by the Bishop of Sherborne in May 1999. An office extension was added to the school in 2009.

In October 2011 a major fire completely gutted the old Victorian school building. Following the fire, the school underwent major alterations and refurbishment. This included a new KS1 outdoor learning area and a two-story extension to the school, along with two new KS2 workspaces within the old school building. The temporary classroom in the school grounds was removed, a flat playground put in and Seatown class moved into the new upstairs classroom in 2013. In May 2025 the small room previously known as the 'Apple' room was upgraded to become a sensory room. It is to be used by anyone in the school who needs time to regulate their feelings and emotions.

We are a small, rural school with a family feel and a dedicated team of experienced staff. We currently have about 40 children on roll who come from the village, neighbouring villages and also Beaminster and Bridport. Children often join us in the later school years to enjoy our small classes and calm, nurturing environment. A copy of our floor plan is available from the school office, on request.

Our School Values:

RESPECT

Show yourself in all respects to be a model of good works, and in your teaching show integrity
– Titus 2:7

COMPASSION

Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble.
– 1 Peter 3:8.

GENEROSITY

Do not neglect to do good and to share what you have, for such sacrifices are pleasing to God.
– Hebrews 13:16

PERSEVERANCE

And let us not grow weary of doing good, for in due season we will reap, if we do not give up.
– Galatians 6:9.

4. Pupil data

On application to our school, we ask for information about any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' and work with their parents to ensure that they are successfully accessing the Education that is being offered to them.

Where our pupils have an Education, Health and Care (EHC) Plan, we use the information within this plan 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 academic year, 40% percent of our pupils are identified on our SEN register, under the Equality Act 2010.

Our pupils have the following areas of need

- Social, Emotional and Mental Health needs including Autism Spectrum Condition
- Communication Difficulties
- Dyslexia
- Attention Deficit and Hyperactivity Disorder
- Sensory Difficulties

5. Audit

To help us to develop our Accessibility plan, we undertook an audit of Powerstock School on XXXXXX. This told us that-

Currently, our school environment is sufficient for our pupils.

We are aware of the terrain of the grounds for those that are not steady on uneven ground and staff are aware and facilitate accordingly.

Previous actions

We have an upstairs classroom which was previously part of a Personal Emergency Evacuation Plan for a pupil with physical needs based in the upstairs classroom.

Several years ago, we had a running track installed around the Horse Chestnut Tree, to allow for a stable all-weather surface for children to complete daily walk and running activities.

The physical environment

At Powerstock School, we have improved the physical environment of the school to increase access for pupils with a disability by:

Sections of the school was remodelled in 2013 following a major fire:

Wider doorways and corridors to facilitate better access

A disabled toilet was installed.

Classrooms are spaciouly planned to allow better access for all.

There have been no other recent amendments to the physical environment, since the re-build of 2013..

6. Consultation

In developing our Accessibility Plan, we have consulted with:

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

7. Current good practice

Access to the curriculum

At Powerstock School, we have improved access to the curriculum for pupils with a disability through the following means:

Adherence to the Individual Assess Plan, Do Review document;

- Information sharing with peripatetic staff as well as in house staff;
- iPads and Bluetooth keyboards are available for use;
- Seating arrangements accommodating any need pupils may have related to access to the space, teaching and interaction with peers;
- Head-phones and ear defenders are also available if required by a pupil;
- Using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and English.
- Providing an adapted 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 of the impact of certain conditions on learning and thriving in school;

Access to information

At Powerstock School, we make written information more accessible to pupils with a disability by:

- Modifying written information so that this is available in large print for pupils with a visual impairment;
- Adhering to guidelines from specialists (such as the Hearing and Vision Support Services and Specialist support advisors) regarding the presentation of all written information, paying attention to layout and colour;
- Providing different colour paper and acetate overlays for children who benefit from this;

- Using social stories, comic strip conversations and picture symbols to explain school rules for pupils who benefit from this.
- Visual timetables displayed in the classrooms and individual ones for those children who benefit from this approach.

1. Sources of advice and information

1. Our Accessibility Plan has been written following guidance from the Local Authority and considering the Dorset Local Authority Accessibility Strategy.

2. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Powerstock 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:

- 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.

We will work in partnership with the Local Authority and Diocesan Board in implementing the Accessibility Plan making reasonable adjustments. Where necessary, environmental works will be guided by relevant buildings regulations:

Sufficient resources will be reasonably allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly and updated if needed. It will be monitored through further consultation and approval by the governing body.

The Powerstock School complaints procedure covers the Accessibility Plan.

3. 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
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

4. Accessibility Action Plan

Increasing access to the curriculum						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
A CPD programme needs to be developed to ensure that all staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support	<ol style="list-style-type: none"> 1. Whole school staff (including support staff) awareness training provided by local specialist nurse 2. Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist 	<p>Headteacher</p> <p>SENDco</p>	Ongoing		<p>Pupils and their families feel supported, and their needs understood</p> <p>Teachers and support staff are confident in meeting the needs of pupils with disabilities.</p>	At the start of each academic year or termly when any issues arise.

Increasing access to the curriculum						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
All out of school activities need to be planned in advance to ensure that all pupils with a disability can take part.	<p>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, sharing of information.</p> <p>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 needs can be catered for, etc.</p> <p>Consider any reasonable</p>	<p>Headteacher</p> <p>SENDco</p> <p>Class teachers</p>	Termly at the beginning of extracurricular activities	Nil	<p>No out of school activities are planned without consideration of how pupils with a disability will be included;</p> <p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements;</p> <p>Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools</p>	Before EC activities begin

Increasing access to the curriculum						
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	<p>adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements.</p> <p>Ensure all visiting teachers are informed of IHC details and provision.</p>	Headteacher	Ongoing		<p>activities and sporting events</p> <p>Pupils and their families feel included in out of school activities.</p> <p>Visiting teachers will be full informed; pupils will have full access to activities.</p>	
Ensure that all classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement preferred layouts of furniture and equipment to support the learning process in individual classrooms	<p>Headteacher</p> <p>SENDco</p> <p>Class teachers</p>	Ongoing		More time available for pupils to participate in	

Increasing access to the curriculum						
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Improving the physical environment						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
The internal areas of the school require daily monitoring to ensure that pupils with physical difficulties can access the school environment.	Removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;	Headteacher SENDco Class teachers	Ongoing	nil	The environment remains clear and accessible to all. · The areas outside of the school building is safe and welcoming and the physical environment is improved by	
The outside areas of the school will be improved as finances	Access to pedestrian areas should be reviewed for any potential hazards.	Headteacher				

Improving the physical environment						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
<p>allow, specifically the areas of:</p> <ul style="list-style-type: none"> · pedestrian access · · paving; · external lighting. 	<p>Review levels, gradients, cambers and gullies in proximity to all pathways, define footpath edges where necessary and provide tactile paving at key areas</p> <p>Ensure lighting to car park is operational, adequate and considers pollution and local users.</p>	Governors			<p>removing any hazards;</p> <ul style="list-style-type: none"> · Pupils with disabilities and their families are easily and quickly able to access the school building 	
<p>All areas of the school will be improved as finances allow.</p> <p>Clearer signage</p> <p>Contrasting colours of door furniture to aid visibility</p> <p>Where possible</p>	<p>Consider locating colour and tactile signs where possible</p> <p>Replace and Widen doors where building structure allows</p>	<p>Headteacher</p> <p>Governors</p>	ongoing		<p>Users are aware and accidents are rare.</p>	

Improving the physical environment						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
widen doors Introduce visibility panels to doors where required Improve classroom furniture layouts to increase access Improve security in all areas of the building	Assess need when appropriate Staff to be fully aware of mobility and general health and safety issues in all classrooms					
To purchase equipment and set up the sensory room	Apply for grant, purchase resources, get the furniture built. Set up the other items.	Headteacher SENCo	By summer 2025	Grant applied for and gained in Feb 202	Children use the room to regulate and are asking to go or going to the room. Children are regulating themselves by using the room and are then able to return to class and resume their learning.	Summer 2026

Improving the physical environment						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
The whole school needs to be a safe working environment.	Remove trip hazards Observe fire exit routes Increase signage and aids for visual and hearing-impaired adults and children identify appropriate storage for equipment and ensure that items are not left indiscriminately Remove obstacles around signed emergency routes	Headteacher SENDco Class teachers			Accidents are rare	

Making written information more accessible						
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The availability of written information in	All written information available to pupils	Head teacher, SENDCO,	Summer 2026		Future written information is	

Making written information more accessible						
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accessible formats needs to be reviewed, starting with content on the school's website	<p>and their parents will be considered in detail by the head teacher, the PSA and the school council.</p> <p>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;</p> <p>The school will make itself aware of the services available through local charities, providers and the LA for</p>	<p>parents, pupils and other staff where appropriate</p> <p>Head teacher and SENDCO</p>			<p>designed with the specific needs of disabled pupils in mind;</p> <ul style="list-style-type: none"> · 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 	

Making written information more accessible						
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	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					
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	<p>Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs;</p> <p>A communication audit by SALT and other specialist services as appropriate to the needs of pupils at the school;</p>	SENDco Headteacher	Summer 2026		<p>Staff are aware of the different ways in which pupils take on and learn new information;</p> <ul style="list-style-type: none"> · 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; 	

Making written information more accessible						
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	Specific training for those developing written information for the school and class teachers supporting pupils with specific needs.				<ul style="list-style-type: none"> Pupils with a disability and their parents feel welcome and confident that their needs are being met. 	

