



**Powerstock CE VA School  
Accessibility Plan  
November 2025-November 2028**

**Date agreed:** November 2025

**Review date:** November 2028

**Developed by:** Head teacher and Governing Body

**Approved by:** Governing Body

### **Introduction**

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

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

- a) increase access to the curriculum for pupils with a disability
- b) improve the physical environment of the school for pupils with a disability
- c) make written information more accessible to pupils with a disability by providing information in a range of different ways.

## **1. School context**

Thomas Sanctuary, Vicar of Powerstock, founded Powerstock School in 1848. The 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.

An increase in pupil numbers led to the addition of a temporary classroom in 1994. This classroom was occupied by Seatown Class (Year 5 and 6 pupils). A permanent extension, which included a classroom, 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 classrooms within the old school building.

We are a small, rural school with a family feel and a dedicated team of experienced staff. We have 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.

### **Our School 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 and British values at the centre of our school ethos.

## Our School Aims

Our vision is to live life in all its fullness to be the best that we can be, according to John 10:10. In our commitment to achieve this we aim:

- To provide a rich and exciting curriculum which engages and motivates children and in which every child can develop fully as an individual and achieve their full potential;
- To provide opportunities for every child to feel part of and be able to contribute to the school, local and global community through the teaching of Christian values, rights and responsibilities;
- To develop motivated, inspired, independent children who have a love of learning and are curious to know more;
- To provide a secure, supportive, caring environment where children can develop respect for themselves, others and their surroundings resulting in pride in themselves, their peers and their school and who are equipped to meet the changes and challenges in their life ahead.

## Our Values

Powerstock CE VA Primary School's vision and values focus on creating a nurturing, inclusive environment where every child is valued and supported. The school's core values include Compassion, Perseverance, Respect, and Generosity. Here's how the Accessibility Plan aligns with these values:

- 1. Compassion:** Ensuring that all pupils, including those with disabilities, feel supported and understood. This includes providing tailored support through Individual Healthcare Plans and Communication Passports.
- 2. Perseverance:** Encouraging pupils to overcome challenges and achieve their personal best. This involves creating an accessible curriculum and environment that fosters independence and participation.
- 3. Respect:** Teaching pupils to value themselves and others. This is reflected in the school's commitment to removing barriers and promoting inclusivity.
- 4. Generosity:** Sharing resources and support to ensure all pupils have equal opportunities to thrive.

## **Vision and aims**

Our aim is for everyone at Powerstock to feel welcome, valued, confident, and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. 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, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

## **2. Objectives**

- Staff and governors will support pupils with disabilities in line with the Equality Act 2010.
- Person-centred systems will be in place to support the inclusion of pupils with disabilities.
- The physical environment and facilities will be continually improved to enable full access to the school site.

### **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. Pupil data**

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

Pupils regarded as disabled is not published within this policy to protect identity considering our numbers on roll. The pupils this policy relates to have detailed Individual Healthcare plans and provision for them is reflected in our sections describing the building.

### **5. Audit**

To help us develop our Accessibility Plan, we undertook an environmental audit of the school. 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. We have an upstairs classroom which is part of an individual plan and PEEP for a pupil not based in the classroom currently.

## **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 Individual Healthcare Plans;

Information sharing with peripatetic staff as well as in house staff;

Laptops and ipads available for use;

Seating arrangements accommodating any need pupils may have relating to access to the space, teaching and interaction with peers;

Using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific 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 (CPD) programme to ensure that all staff are knowledgeable of the impact of certain conditions on learning and thriving in school;

## **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:

Disabled access including wide doors and corridors

A disabled toilet was installed.

Classrooms are spaciously planned to allow access for all.

## **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) regarding the presentation of all written information, paying attention to layout and colour;

Using social stories and picture symbols to explain school rules for pupils who benefit from this.

## **8. Sources of advice and information**

Our Accessibility Plan has been written following guidance from the Local Authority and taking into account the Dorset Local Authority Accessibility Strategy.

## **9. 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.

## 10. 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"> <li>Whole school staff (including support staff) awareness training provided by local specialist nurse</li> <li>Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist</li> </ol>	Headteacher  SENDco	Ongoing		pupils and their families feel supported and their needs understood; Teachers and support staff are confident in meeting the needs of pupils with disabilities.	At the start of each academic year or termly when any issues arise.
All out of school activities need to be planned in advance to ensure that all pupils	Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the		Termly at the beginning of		No out of school activities are planned without consideration of how	

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
with a disability are able to take part.	<p>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 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>	<p>Headteacher</p> <p>SENDco</p> <p>Class teachers</p> <p>Headteacher</p>	<p>extra curriculuar activities</p> <p>Ongoing</p>	<p>Nil</p>	<p>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 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</p>	<p>Before EC activities begin</p>

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
					have full access to activities.	
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	Headteacher  SENDco  Class teachers	Ongoing		More time available for pupils to participate in	

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	Removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;	Headteacher  SENDco	Ongoing	nil	The environment remains clear and accessible to all.	

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>difficulties can access the school environment.</p> <p>The outside areas of the school will be improved as finances allow, specifically the areas of:</p> <ul style="list-style-type: none"> <li>• pedestrian access •</li> <li>• paving;</li> <li>• external lighting.</li> </ul>	<p>Access to pedestrian areas should be reviewed for any potential hazards.</p> <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>	<p>Class teachers</p> <p>Headteacher</p> <p>Governors</p>			<ul style="list-style-type: none"> <li>• The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards;</li> <li>• Pupils with disabilities and their families are easily and quickly able to access the school building</li> </ul>	
<p>All areas of the school will be improved as finances allow.</p> <p>Clearer signage Contrasting colours of door furniture to</p>	Consider locating colour and tactile signs where possible Replace and Widen doors where building structure allows	<p>Headteacher</p> <p>Headteacher</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
aid visibility Where possible 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				Users are aware and accidents are rare.	
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						
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 availability of written information in accessible formats needs to be reviewed, starting with content on the school's website	<p>All written information available to pupils 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 converting written information into alternative formats (e.g.,</p>	<p>Head teacher, SENDCO, parents, pupils and other staff where appropriate</p> <p>Head teacher and SENDCO</p>			<p>Future written information is designed with the specific needs of disabled pupils in mind;</p> <ul style="list-style-type: none"> <li>• Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means;</li> <li>• Delivery of said information to disabled pupils and their parents is improved and meeting their requirements</li> </ul>	

Making written information more accessible						
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 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> <p>Specific training for those developing written information for the school and class teachers supporting pupils with specific needs.</p>				<p>Staff are aware of the different ways in which pupils take on and learn new information;</p> <ul style="list-style-type: none"> <li>• Thought is given to all future communication with disabled pupils in mind;</li> <li>• The school is more effective in meeting the needs of pupils with a disability;</li> <li>• Pupils with a disability and their parents feel welcome and confident that their needs are being met.</li> </ul>	

## Making written information more accessible

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

