



Coastal Learning  
PARTNERSHIP

# Lulworth and Winfrith CE Primary School (Lulworth site)

## Accessibility Plan

March 2025 to March 2027

**Date agreed:** 04.3.25

**Review date:** 21.3.27

**Developed by:** Tasha Hardy – SENDCo; Ellie Griffiths- Head Teacher; Pupils and Parents/carers of Lulworth 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 Lulworth and Winfrith CE 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 Lulworth and Winfrith CE 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**

The school is on two sites. Pupils are taken by bus to and from the surrounding villages, with key stage 2 pupils at West Lulworth and Reception and key stage 1 at Winfrith.

Lulworth and Winfrith is a small rural Primary school formed from the amalgamation of two village schools in September 2007. Pupils are taught on two sites about four miles apart. The infant children are taught on the Winfrith site and the juniors at Lulworth. Pupils share the facilities of both sites and are transported between sites using two leased minibuses. The school provides a breakfast and after school club on the Winfrith site. Presently, 44% of pupils come from Armed Forces' families, so the numbers joining or leaving the school other than in Reception and Year 6 are above average. The majority of Reception children previously attended the pre-school which shares the Winfrith site. It is managed by a private provider. There are five classes in the school and children in the Early Years Foundation Stage are taught in the Reception class. The proportions of pupils with special educational needs and/or disabilities and of those with an Educational and Health Care Plan are above average.

The new school building in West Lulworth to accommodate Year 4 – 6 was completed in 2016. It remains situated at the end of School Lane in close proximity to where the old school site stood.

The design of the new building conforms to a standardised modern plan on a single storey that has three classrooms, a hall, a library, a hive (base), staff room, accessible toilets for all, play areas and parking. This is a significant improvement on the old site. The school can accommodate for approx. 80 children.



The new build school site followed County Council guidelines for the provision of parking spaces at new schools. The provision of a turning circle within the site allows a convenient drop-off if it is essential for a parent to drive to the school. The school community may choose to park elsewhere and walk a short distance to the school or to make the whole journey to school by foot.



At Lulworth and Winfrith CE Primary School we are committed to working [collaboratively](#) in [fellowship](#) and [harmony](#). From pupils to parents/carers and staff, our [belief](#) is that 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 Lulworth and Winfrith CE Primary we currently, as of Spring 2025, have 119 pupils on roll. We follow the National Curriculum which we adapt to meet the needs of all pupils. We have an ambition of ‘nurturing our children to become resilient learners, supportive friends and responsible citizens. Just as in the biblical story of the mustard seed – to grow from

something small to something mighty', providing our pupils with experiences which will enrich their lives.

The school building is well maintained and accessible being a more modern build. In some of the outdoor areas consideration needs to be thought about to ensure the environment is easily and fully accessible by all.

There is limited parking for staff and visitors, so sometimes staff and visitors need to park outside houses in School Lane. The road to the school is well maintained. In heavy rain, the roads to the school and surrounding area can flood causing increased challenges to access the school. The entrance to the school is level, although currently has 3 steps to get down from the turning circle/car park. The front entrance has a wide door fitted. The main entrance features a secure lobby with low hatch, this being fully accessible to wheelchair users. There is a disabled toilet available in the main building. This is fitted with a shower, 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, 29% 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):

10 Cognitive Learning need – Processing, memory, Dyslexia, Moderate learning difficulty  
12 - 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 the Lulworth Primary. This told us that:

- The classrooms are easily accessible to all.
- The toilets are easily accessible. One cloakroom can be quite cluttered that serve two classes.
  - Classroom furniture layout does not always optimise the accessibility of all learners
  - Steps need more visibility
  - Some surfaces in the outdoor environment are uneven.
  - There are 3 steps to get from the car park to the main entrance – this could present some challenges for those with a physical disability.

## **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)
- Communication/Information for families is not as accessible as families would like
- Children would like more help to access some areas of the curriculum
- Adaptations to the curriculum would ensure greater success for all.

## **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:

- A range of support staff including trained teaching assistants
- Training of an Emotional Literacy Support Assistant to support children across the site
- Staff working with external professionals such as specialist teachers, Behaviour specialists, Educational Psychologist, Speech and Language therapist and Physiotherapist
- Multimedia activities to support most curriculum areas
- Use of interactive ICT equipment
- Improved teaching of phonics using a recognised DfE approved scheme – Supersonic Phonics. A scheme that teaches through increased visuals and movement to reinforce phonics concepts.
- Implementation of online tool, Provision Mapping so all children with SEND have an individualised support plan with small step targets that are shared between home and school.

## **The physical environment**

As this school was more recently built no changes to the physical environment were directed and undertaken.

## **Access to information**

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

- Putting key info on our school website
- Purchasing a set of IPADS and using them for key apps/programmes to support children in accessing the curriculum. E.g; cognitive intervention – Lexia, fine motor development using Dexterity.
- Children able to access learning apps at home through log ins at school.
- Teaching staff using more visual scaffolds in lessons

## **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 Lulworth and Winfrith Primary (this plan sets out the Lulworth site plans) 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 March 2028. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

The Lulworth and Winfrith Primary school complaints procedure covers the Accessibility Plan.

## 12. Accessibility Action Plan

### Increasing access to the curriculum

Outcome 1		
<b>What outcome do we want to achieve?</b>	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.	
<b>What actions will we take to achieve this?</b>	<ul style="list-style-type: none"> <li>• Adults to deliver 1 skill at a time</li> <li>• Present information according to need of child – visual, hands on, limit auditory information.</li> <li>• Consider resources using to teach. For example the use of powerpoint presentations – reduce the amount of information shared on each slide.</li> <li>• Training opportunities – CPD adaptive strategies, dyslexia friendly audits and universal strategies for teaching</li> </ul>	
<b>How can we tell if this is successful?</b>	Increased progress for disadvantaged pupils. Small steps monitored more closely using SEND systems.	
<b>When will this work be done?</b>	Feb 2026	
<b>Approximate cost</b>	£3180	
<b>Responsible person(s)</b>	SENDCo/ Class teachers	<b>Date complete</b>

Outcome 2		
<b>What outcome do we want to achieve?</b>	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.	
<b>What actions will we take to achieve this?</b>	<ul style="list-style-type: none"> <li>• Support plans in place reviewed termly with child, staff and parent/carer</li> <li>• One page profiles developed for each child with SEND</li> <li>• For those children with complex needs that would need specialist provision to have full access 1:1 support put in place.</li> <li>• If needed Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil needs.</li> </ul>	
<b>How can we tell if this is successful?</b>	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.		
<b>When will this work be done?</b>	Annually June 2025, June 2026, June 2027		
<b>Approximate cost</b>	£345,000		
<b>Responsible person(s)</b>	HT SENDCo	<b>Date complete</b>	

<b>Outcome 3</b>			
<b>What outcome do we want to achieve?</b>	Reading books in our school library are accessible for all, ensuring every child can develop and maximise their reading ability regardless of learning style and barriers.		
<b>What actions will we take to achieve this?</b>	<ul style="list-style-type: none"> <li>• Auditing the school library to ensure the availability of large font and easy read texts will improve access.</li> <li>• Remove books that are out dated/not matched to reading schemes/colour banding</li> <li>• Purchase new books where gaps are identified in audit</li> <li>• Colour stages are clearly identifiable to all children</li> <li>• Clear labelling and visuals created to ensure environment is accessible for all.</li> </ul>		
<b>How can we tell if this is successful?</b>	<ul style="list-style-type: none"> <li>• All children will have access to reading books where ability is matched to books they are able to access and maximises progress.</li> </ul>		
<b>When will this work be done?</b>	May 2027		
<b>Approximate cost</b>			
<b>Responsible person(s)</b>	AHT/English lead DHT/SENDCo	<b>Date complete</b>	

## Improving the physical environment

<b>Outcome 1</b>			
<b>What outcome do we want to achieve?</b>	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)		
<b>What actions will we take to achieve this?</b>	<ul style="list-style-type: none"> <li>• Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.</li> <li>• Staff to use the monitoring Performa following the Graduated Approach if unsure of underlying needs.</li> </ul>		

<b>How can we tell if this is successful?</b>	<ul style="list-style-type: none"> <li>• Lessons start on time without the need to make UNPLANNED adjustments to accommodate the needs of individual pupils</li> <li>• More time available for pupils to participate effectively in curriculum activities</li> </ul>		
<b>When will this work be done?</b>	Summer 2026/Autumn 2026		
<b>Approximate cost</b>	£250		
<b>Responsible person(s)</b>	HT DHT/SENDCo	<b>Date complete</b>	

### Outcome 2

<b>What outcome do we want to achieve?</b>	To improve access to main school building down to the front entrance by putting in ramped access as well as the existing steps		
<b>What actions will we take to achieve this?</b>	<ul style="list-style-type: none"> <li>• Employ a contractor to install ramp.</li> </ul>		
<b>How can we tell if this is successful?</b>	<p>All people can access the school building with increasing ease in line. Physical disability does not hinder a person's ability to enter the school building</p> <p>Fewer accidents or near accidents are reported.</p>		
<b>When will this work be done?</b>	December 2025		
<b>Approximate cost</b>	£3000		
<b>Responsible person(s)</b>	Operations manager	<b>Date complete</b>	

### Outcome 3

<b>What outcome do we want to achieve?</b>	To improve the visibility of external steps using florescent paint		
<b>What actions will we take to achieve this?</b>	<ul style="list-style-type: none"> <li>• Contractor</li> </ul>		
<b>How can we tell if this is successful?</b>	<ul style="list-style-type: none"> <li>• Improved visibility would hopefully prevent any trips, slips or falls</li> </ul>		
<b>When will this work be done?</b>	Sept 2025		
<b>Approximate cost</b>	£300		
<b>Responsible person(s)</b>	HT/DHT Operations manager	<b>Date complete</b>	

## Making information more accessible

Outcome 1	
<b>What outcome do we want to achieve?</b>	To reach 100% of parents/carers with school and local community information
<b>What actions will we take to achieve this?</b>	<ul style="list-style-type: none"> <li>- Make use of playground fences/metal gates to advertise to members of the community</li> <li>- 3 platforms to communicate electronically: Arbor, Website, Our School APP with functionality to sync with parents/carers personal calendars</li> <li>- Phone calls to those who may be harder to engage</li> <li>- Explicitly inform parents and if needed print copies of new policies, accessibility plan, SEND information report and other strategic documents.</li> <li>- Regular parental communication through a variety of ways depending of family circumstance and need – virtual or in person meetings, email, phone, Joint Action Plans...</li> </ul>
<b>How can we tell if this is successful?</b>	100% of families will receive communication in their preferred form
<b>When will this work be done?</b>	September 2025
<b>Approximate cost</b>	£2100
<b>Responsible person(s)</b>	Operations manager
	<b>Date complete</b>

Outcome 2	
<b>What outcome do we want to achieve?</b>	Improve Mental Health support offer for pupils and their families
<b>What actions will we take to achieve this?</b>	<ul style="list-style-type: none"> <li>- Mental Health lead offer drop in sessions for families once termly, sharing information verbally and visually.</li> <li>- Trained member of staff leading ELSA for KS2 children on site.</li> <li>- Website regularly updated</li> <li>- Training of additional staff in Mental Health support approaches; 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</li> <li>- Online safety information sessions in person and virtually for families. Recording of sessions shared on website.</li> <li>- Access to play therapist or other counselling support for identified children</li> </ul>

<b>How can we tell if this is successful?</b>	<ul style="list-style-type: none"> <li>- More readily available and accessible Mental Health support means pupils and their families feel more supported and confident about what is on offer.</li> <li>- 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.</li> </ul>		
<b>When will this work be done?</b>	<ul style="list-style-type: none"> <li>- January 2027</li> </ul>		
<b>Approximate cost</b>	£460.50		
<b>Responsible person(s)</b>	SENDCo ELSA	<b>Date complete</b>	

<b>Outcome 3</b>			
<b>What outcome do we want to achieve?</b>	Teaching resources are accessible for all and can support all pupils' understanding and learning needs.		
<b>What actions will we take to achieve this?</b>	<ul style="list-style-type: none"> <li>- Resources are in various formats – text, video, audio and large prints to cater for all learning styles</li> <li>- All digital resources, including Power points, are formatted with clear headings, short sentences, plain language, and sufficient contrast between text and background</li> <li>- Add captions and subtitles to videos to support students with hearing impairments and those who benefit from visual cues</li> <li>- Dyslexia friendly fonts are used - Use fonts like Arial, Open Sans, Dyslexie, and Open Dyslexic, which are designed to be easier to read for individuals with dyslexia</li> <li>- Clear communication – language is simple, subject specific and unambiguous</li> <li>- Encourage open communication about student needs and learning styles</li> <li>- Foster peer support and collaboration to help students learn from each other. Strategies such as Think, Pair, Share to be used in lessons</li> </ul>		
<b>How can we tell if this is successful?</b>	<ul style="list-style-type: none"> <li>- Accelerated progress for SEND pupils across the curriculum.</li> </ul>		
<b>When will this work be done?</b>	<ul style="list-style-type: none"> <li>- January 2027</li> </ul>		
<b>Approximate cost</b>	£260		
<b>Responsible person(s)</b>	Operations Manager; HT, DHT/SENDCo	<b>Date complete</b>	