



Coastal Learning  
PARTNERSHIP

# Lulworth and Winfrith CE Primary School (Winfrith 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 Winfrith 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. At present, 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, currently at 28.5%.

The existing Winfrith Base is housed in the original Victorian school building which has been extended over the years. Behind this is a 1940's concrete building which is used as the school hall and a timber building used as a nursery. Soft and hard play areas are provided to the sides of the school with a playing field about 100 metres away linked via a private footpath. The work at the Lulworth site forms a separate project. The project at the Winfrith site:

- re-roofed and over-clad the existing hall to protect its structure and increase usability

- created an internal curriculum space within the existing courtyard area providing an increase in area
- created a covered access route to the hall
- provided a main entrance with double doors leading to a secure lobby
- created a new reception area
- improved access routes and levels around the main school building
- provided a new fully accessible toilet

The materials used were rendered blockwork, profiled aluminium sheets and reconstituted slate to the roofs, and double glazed aluminium and timber for the doors and windows.

The project started on site in February 2013 and was completed in November 2013.

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 in need of upgrading and maintenance in areas to bring it up to a standard of good condition.

There is no on-site parking for staff and visitors, so staff and visitors need to park in bays outside houses if available or up at the farm. The road is not well maintained and is used for farming vehicles, so accessibility is not easy. In high tides and heavy rain, the river often floods causing increased challenges to access with roads outside the school building. The entrance to the school is ramped and 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 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 Winfrith Primary. This told us that:

- The classrooms are accessible to all, however the staff room and ELSA room is up stairs where there is no access for those in a wheelchair or some other physical disabilities.
- The toilets are only accessible by a small step
- Some surfaces in the outdoor environment are uneven and potentially dangerous
  - Some areas are cluttered within the main school building
  - Classrooms need to limit amount on displays
  - Classroom furniture layout does not always optimise the accessibility of all learners
  - 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 staff feel that they have had sufficient training about the disabilities supported within the school

## **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:

- 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
- 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.

### **The physical environment**

There were various levels throughout the school building, which compromised accessibility. Improved access around the school was provided by:

- Improved access to main entrance
- Access to a disabled toilet facility for staff and children
- Undercover access to the hall from the main school building

## **Access to information**

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

- Staff making phone calls home or speaking to a family member face to face regarding information shared in letters when necessary.
- 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 Dexteria.

## **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 Winfrith 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 offered training to reflect current disabilities to deliver strategies/intervention to lessen barriers to learning.	
<b>What actions will we take to achieve this?</b>	<ul style="list-style-type: none"> <li>• SENDCo audit CPD of staff and cross reference to disabilities within school.</li> <li>• Plan training opportunities linked to appraisals.</li> <li>• Staff share CPD with colleagues in planned allocated times.</li> <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> </ul>	

	<ul style="list-style-type: none"> <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>

### Outcome 3

<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

### Outcome 1

<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)
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<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 staff and pupil toilets from classrooms		
<b>What actions will we take to achieve this?</b>	<ul style="list-style-type: none"> <li>Employ a contractor to install ramps.</li> </ul>		
<b>How can we tell if this is successful?</b>	<p>All people within the building can access the toilets with ease.</p> <p>Fewer accidents or near accidents are reported.</p>		
<b>When will this work be done?</b>	December 2025		
<b>Approximate cost</b>	£600		
<b>Responsible person(s)</b>	Operations manager	<b>Date complete</b>	

### Outcome 3

<b>What outcome do we want to achieve?</b>	Ensure the function of rooms upstairs (Staff room and ELSA) is accessible down stairs by having an agreed place if needed dependent on an individual child or staff members disability.		
<b>What actions will we take to achieve this?</b>	<ul style="list-style-type: none"> <li>Put plan in to place for area on main downstairs level to have a staff space for breaks and lunch if needed.</li> <li>Ensure the staff space has drink making facilities and is relaxing</li> <li>Have a designated area where ELSA sessions could take place. Audit the school building to decide on quiet, calm and private space</li> <li>SENDCo work with the ELSA to develop a space on the ground floor level.</li> </ul>		

<b>How can we tell if this is successful?</b>	All staff will be able to access a space where they can eat and rest in scheduled break times. All sense will feel a sense of belonging and acceptance. All children will be able to access a calm and nurturing space if they need pastoral support from an ELSA trained member of staff.		
<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

<b>Outcome 1</b>			
<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 more frequently of external notice board by front entrance</li> <li>- Make use of playground fence 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 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>	
<b>Outcome 2</b>			
<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 KS1 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</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>	Improve signage around the school site so everyone is able to understand and know expectations and boundaries		
<b>What actions will we take to achieve this?</b>	<ul style="list-style-type: none"> <li>- Audit of school signage</li> <li>- Questionnaire to families</li> <li>- Purchase/create new signage to ensure everyone coming to the Winfrith site can understand what is expected where.</li> </ul>		
<b>How can we tell if this is successful?</b>	<ul style="list-style-type: none"> <li>- Everyone coming on to the school site will be able to understand the signs around the building</li> <li>-</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>	£300		
<b>Responsible person(s)</b>	Operations Manager; HT, DHT/SENDCo	<b>Date complete</b>	