

ACCESSIBILITY PLAN (2025- 28)

Conifers Primary school

RRS Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

This document provides a framework on which schools can base their arrangements for Accessibility Plans that are compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The Conifers Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school¹ and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four years period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Conifers Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-

school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of **information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Equality Objectives (required from April 2012)
 - Single Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Improvement Plan
 - Asset Management Plan / Suitability Survey
 - School Brochure / Prospectus and Vision Statement
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The School Prospectus will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. The Accessibility Plan will be published on the school website.

13. The Accessibility Plan will be monitored through the Governor/ Committee
14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."
15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Approved _____

DATE _____ October 25 _____

Review date _____ October 28 _____

Accessibility Plans / updated October 2025

Accessibility Plan 2025 to 2028 : Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them. <i>SENCO training to support pupils with Autism and Social communication differences (25/26).</i>	Staff training requirements identified Guest speakers, school nurse, link professionals, inset. Local Offer Training package.	All teachers fully meet the requirements of children's needs with regards to accessing the curriculum.	Training for staff: 1)Neuro affirming practice 2)Understanding sensory needs in the classroom 3)Understanding and supporting Emotional Regulation 4)Autism and anxiety 5)Social understanding & social thinking SENCO train and cascade training to staff- ongoing.	Increased access to an appropriate curriculum for all pupils.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation. Discuss accessibility plans and make appropriate adjustments to ensure fair access.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Participation in out of school activities is monitored. No children are excluded from any outside activities available to their year group. All available to boys and girls. Monitoring -ongoing.	Access to all school activities: trips, residential visits, extended schools' activities and sporting events for all pupils.
To ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Include visual timetables in all classes. Signing in KS1(4 staff have had sign along training) Additional visual support for SEN, EAL. Support from Hearing and vision support team. Support from SALT. Access to resources such as wobble cushions, writing slopes and pen grips.	Classrooms are organised to ensure all pupils can access learning. The classroom layout and organisation promote independence and participation for all. Adjustments are made to accommodate specific needs in advance.	Ongoing	More time available for pupils to participate in curriculum activities. Inclusive classrooms.
To deploy Teaching Assistants and support staff effectively to	Review needs of pupils within each class and place staff accordingly.	Pupil needs are appropriately met through effective deployment of	Ongoing	All pupils are supported to achieve their full potential.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
support pupils.	Ensure staff skills are matched to pupil needs. Meet specific training requirements when needed for staff.	skilled support staff.		JC S&L support. Very experienced and has undertaken Elklan training. KW & NC ASC support, ELSA training, visual timetables, and sensory diets. ASC trained. JT clever fingers- move to learn training and specialist phonics intervention. Thrive training for Teachers and TAs. Catch up TAs allocated to year groups. TH- Family Liaison Officer.
For all children to be able to access Google classroom effectively and complete their learning.	Teach Google classroom skills are taught so that children can access their learning in the event of them being absent from school.	Children to access Google classroom.	Ongoing	Children accessing their learning.
Create communication friendly classrooms. <i>A communication-friendly classroom should make communication as easy, effective and enjoyable as possible. It should provide opportunities for everyone to talk, listen, understand and take part, and will support learning and social and emotional development too.</i>	Set up communication friendly classrooms that will be particularly beneficial for children and young people with speech, language and communication needs (SLCN). Focus development of the following 3 key areas: 1)The language learning environment 2)Language Learning Interactions 3) Language Learning Opportunities School focus - How are opportunities planned and created to support communication throughout the day?	More accessible classrooms for all children.	Ongoing Communication Trust Pearson -Every Child Understood Inclusion Development Programme SALT – support and advise	Better communication for all pupils.

Conifers Accessibility Plan - 2025 to 2028 Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases, Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
Thrive Base	<p>Rejuvenate Thrive Classroom spaces.</p> <p>Create a larger Thrive 'home space' including a kitchen and dining area with a fridge, oven, storage cupboards and dining area.</p> <p>Create a larger Thrive 'teaching and learning' space with its own toilet facilities.</p>	<p>Create a safe environment for children with complex learning needs,</p> <p>Building work to install a kitchen, integrated oven, fridge and breakfast bar.</p> <p>Installation of a toilet/sink in the second Thrive Room.</p> <p>Furnish the home area and teaching space.</p> <p>Secure the space with fob access to internal and external doors.</p> <p>Creating an outdoor space/garden area for Thrive (directly outside the Thrive rooms) – fencing and restructuring around the current nature area.</p>	Summer 2025- 26	<p>£12,995.00 (kitchen)</p> <p>£6,655.00 (new toilet facilities)</p>
Relocate Year 2	<p>Move the Year 2 teaching and learning space.</p> <p>Modify current Reception toilets to enable Y2 children to use them.</p>	Raise the partition between the toilet cubicles in YR.	Summer 25	<p>£4,475.00 (Works in the Existing Toilet Area)</p> <p>Total works £28,950.00</p>

Conifers Accessibility Plan - 2025 to 2028: Improving the Delivery of Information

TARGET	STRATEGY	OUTCOME	TIME FRAME	ACHIEVEMENT
Use a system for passing information to parents using Sims and Scopay.	A clear home school communication system.	To improve access to information for parents	Ongoing	Parents using Sims and Scopay to pay for trips, update medical information, order meals, emails and text messages.
Continue to use Tapestry to communicate with Reception Parents.	A clear home for EYFS parents.	To improve access to information for parents	Ongoing	Good communication between home and school.
To provide translated copies of letters and communications for parents who do not have English as their first language.	To investigate ways to translate letters to parents (AI) Use of technology to interpret letters and communications between home and school.	For all parents to access information from school. For parents to be able to ask questions about school and to ease transition of children into school.	Ongoing	Parents able to receive communication from the school in their first language.
To support children with medical needs.	To provide additional training for children with medical needs including diabetes, anaphylaxis, epilepsy, catheterisation and defilation.	Staff sent on training courses and supported by the community nursing team. Staff supported by the diabetes medical staff. All staff have anaphylaxis training.	Ongoing	Training courses attended on diabetes, asthma. First Aid at work Paediatric First aid for children aged 0-8.
To support children with learning and behaviour needs.	Provide additional training and staff for children with complex learning and or behaviour needs.	Improve outcomes for children with SEND Increase teacher's knowledge and understanding of neurodiversity and have additional strategies to us in class.	Ongoing SENCOP train and cascade training to staff-ongoing	All staff trained in Neuro affirming practice.
To provide opportunities for parents to share in their child's education and learning journey.	Open house sessions – half termly. SALT- coffee mornings – termly. Nurse drop ins Safer Internet Day	To maintain and encourage parental engagement for all children.	Ongoing	Increase in parent engagement.
Provide opportunities for Parents to engage with the school for the benefits of their children.	MHST – drop-ins EBSA- training (anxiety) FACE sessions Family Liaison Officer/Parent Champion.	To support parents in their understanding of their child's needs and education.	Ongoing	Parents better equipped and supported by the school.