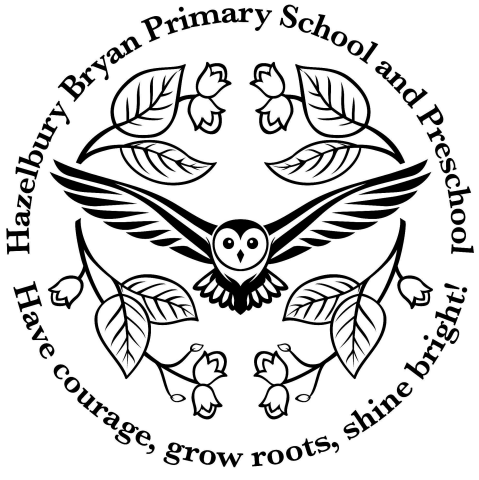
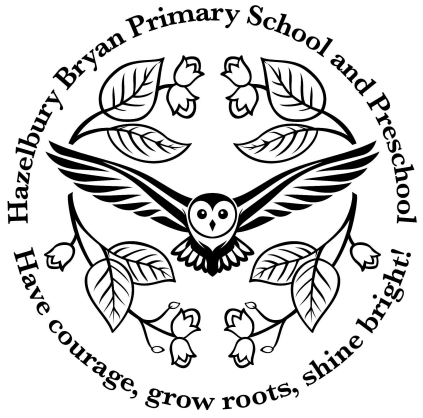


Policy:	Accessibility Plan
This policy was reviewed:	November 2026
By name:	Kelly Waring
Position:	Headteacher
Approved by:	Sally Cooper
Position:	Chair of Governors



Core values: compassion, courage, resilience and responsibility.

Mission Statement

'Nurturing children to blossom into compassionate and resilient members of our community'.

Values and aims:

- To create a stimulating learning environment both indoors and outdoors where children feel safe, are eager to learn and have fun.
- To offer a broad and balanced curriculum which is enhanced through our unique characteristics.
- As a village school, maintain excellent communication and develop links with the community.
- To celebrate and share success however small.
- To foster an understanding of the wider world, encouraging imagination and a sense of wonder.
- To create the foundations for a lifelong love of learning.

1. Introduction

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

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

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

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.

This is the Accessibility Plan for Hazelbury Bryan Primary.

2. School context

We are a small, rural, country village school with 88 children on roll and a school based nursery for children aged from 2 years old. Our vision is to, 'Have courage, grow roots and shine bright!' We are a warm, caring school where every child is valued and nurtured to reach their potential. We have a love of outdoor learning and pride ourselves on our grounds, links with our community and our Forest School facilities.

3. Vision and aims

Our aim is for everyone at Hazelbury Bryan Primary School 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.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantages faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Objectives

At Hazelbury Bryan Primary School, all staff and governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantages faced by pupils with a disability by adopting a 'can do' attitude, having a flexible approach to teaching and by incorporating modifications into 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, Individual Healthcare Plans, Communication Passports 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.

5. Other policies

Our Accessibility Plan compliments 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
- Health & Safety Policy
- Behaviour Policy

6. 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.

Current pupil data shows that at the start of the academic year, 2026 - 2027, we had no pupils regarded as disabled under the Equality Act 2010. The majority of our pupils on the SEN register have the following areas of need:

Speech and language difficulties
Autism
ADHD

7. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of Hazelbury Bryan Primary School. This told us that:

Most of our areas and access points are accessible to all needs and abilities.
Children and adults can easily maneuver around our school site.
Our swimming pool would be difficult to access for anyone unable to use steps or ladders.

8. 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.

These consultations told us that:

Our children all feel welcome and included at our school.
Families feel supported by the school and SENDCo.
Pupils feel safe at Hazelbury Bryan Primary School.
SEN is a school priority.
We are supported by SEN and Inclusion leads from Dorset Council.

9. Current good practice

Identification

Hazelbury Bryan Primary asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Hazelbury Bryan Primary has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive IT equipment (chrome books and iPads) to support specific curriculum areas;
- 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 equipped with the necessary skills to support the needs of all learners;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff training regarding sensory impairments and the school environment;
- modifying worksheets and curriculum content into large fonts for pupils with a visual impairment (VI).

Physical Environment

Hazelbury Bryan Primary has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- dedicating a parking bay outside the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet and changing facilities;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;

- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

Information

Hazelbury Bryan Primary already makes written information more accessible to disabled pupils through:

- 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.

Working closely with parents.

10. 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. Additionally, the following sources of advice and information have been used:

Equality Act 2010
Special Education Needs Code of Practice 2014
National Curriculum 2014

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Hazelbury Bryan Primary 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.

We will work in partnership with Dorset Council in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant building regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- 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.

Our Accessibility Plan has been written based upon information from the Local Authority and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Hazelbury Bryan Primary will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Hazelbury Bryan Primary's Accessibility Plan will be implemented by Kelly Waring, Headteacher. Sufficient resources will be allocated by Hazelbury Bryan Primary to implement this Accessibility Plan.

Monitoring

The Hazelbury Bryan Primary Accessibility Plan covers a three-year period but will be reviewed regularly and updated if needed. It will be monitored through the Governing Board.

The governing body will monitor Hazelbury Bryan Primary's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Hazelbury Bryan Primary Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Hazelbury Bryan Primary complaints procedure covers the Accessibility Plan.

REVIEW OF POLICY

This policy will be reviewed annually by the Governing Board and updated sooner where changes in legislation, statutory guidance, safeguarding requirements, technology, or school practice requires this.

Improving Access to the Curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
Ensure teaching and learning is accessible to all pupils, including those with SEND and disabilities.	Deliver high-quality adaptive teaching, review individual provision maps and implement reasonable adjustments where required.	Headteacher, SENDCo, Class Teachers	Ongoing	Pupils with SEND and disabilities access the curriculum successfully and make good progress from their starting points.

Improving the Physical Environment

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
Maintain accessible access across the school site.	Complete annual accessibility audits and address any issues identified.	Headteacher, Site Manager, Governors	Annual review	The site remains safe, welcoming and accessible for pupils, staff and visitors.

Improving Access to Information

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
Ensure information is available in accessible formats when required.	Provide information in large print, electronic or alternative formats upon request.	Headteacher, School Office	Ongoing	Pupils and families can access information in a format that meets their needs.