

Bere Regis Primary and Pre School
Accessibility Plan
January 2026 – January 2029



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Review date: January 2029 (Interim Review Jan 2027, Jan 2028)

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1. 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 additional needs, including disability
- b) improve the physical environment of the school for pupils with additional needs, including disability
- c) make written information more accessible to pupils with additional needs, including disability by providing information in a range of different ways.

This is our school Accessibility Plan.

2. School context

- Bere Regis Primary and Pre-school want everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.
- Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.
- We want our pupils with additional needs, including 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 disadvantage faced by pupils with additional needs, including 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 additional needs, including disability, in line with the Equality Act 2010.
- From September 2025, there will be 4 classes and the pre-school. Since 2012, the school has operated as a primary and pre-school for pupils aged between 2 and 11.

- A new school building was completed in December 2016. The new school is located to the south of Bere Regis village in a rural location. The new single storey school is set within its own grounds and provides:
- Five classroom bases
- A pre-school base
- Multiple toilets for all stakeholders.
- A large hall
- Offices and Headteacher's room
- Three dedicated rooms for intervention or used as safe learning spaces
- A sensory room (pre-school)
- Concrete play areas and a play trail
- A games court and grass playing field
- Parking for staff and visitors.

In implementing our Accessibility Plan, the views, wishes and feelings of our pupils and their families were considered.

3. Vision and aims

Our aim is for everyone at Bere Regis 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 additional needs, including disability to:

- be fully included in school life
- be able to access all areas of the school grounds
- 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.

4. Objectives

At Bere Regis Primary and Pre-school, all staff and governors will be aware of the duty to support pupils with additional needs, including disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with additional needs, including disabilities by adopting a 'can do' attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment. Equity for all children should be paramount in our approach.

Person-centred systems are in place to support the inclusion of pupils with additional needs, including disabilities. Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans and Transition Plans are all used on a need led basis.

We will continue to monitor and improve, as required, the physical environment and facilities on offer to enable pupils with additional needs, including disabilities to fully access the school site.

5. Other policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability Policy and SEN Information Report
- Supporting Pupils with Medical Conditions Policy
- Equality Information and Equality Objectives.

It can also be read alongside the following school documents:

- Safeguarding and Child Protection Policy
- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

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 (January 2026), shows that 26 (28%) of our school aged pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

- Autistic Spectrum Condition including Sensory Needs and PDA
- Dyslexia
- Developmental Coordination Disorder (DCD)
- ADHD
- Speech and Language needs including Developmental Language Disorder
- Asthma
- Hearing Impairment

Pupils with additional needs, including disability are able to participate fully in all parts of school life including all parts of the curriculum, trips and clubs.

7. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of Bere Regis Primary and Pre-school.

Information gathered showed that, due to the modern design of the new building, the environment of the school provided excellent access for all those with additional needs, including disability, both parents and pupils.

The layout and general features consider the range of possible disabilities that present and future families might experience and provides very well for these.

8. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SEND support staff
- teaching staff
- our governing body
- relevant specialist services.

These consultations told us that families, staff and governors appreciated the excellent environment and facilities of Bere Regis Primary and Pre-School and felt that the school catered for a variety of needs. Staff felt confident that children with additional needs, including disabilities could access the learning and participate fully in school life. The children felt that staff understood their needs.

Any actions raised in the consultation will be addressed as part of the school's SEND action plan.

9. Current good practice

Access to the curriculum

At Bere Regis Primary and Pre-school, we have improved access to the curriculum for pupils with additional needs, including disabilities through the following means:

- ensuring all staff receive training about the need to make school events and trips accessible to all
- seeking guidance and advice from relevant professionals and specialists about improvements to the curriculum
- offering staff general awareness training in specific disabilities and how these might impact on a pupil's ability to access the curriculum
- providing Continuous Professional Development (CPD) training programmes to staff wanting to expand their knowledge and expertise in supporting specific disabilities
- organising classrooms to promote the participation and independence of all pupils
- the use of multimedia activities and interactive IT to support specific areas of the curriculum, e.g. Maths and English.
- exploring other means of recording work, using IT hardware and technology
- ensuring class tasks are broken down into shorter segments, as required.
- making use of flexible timings for completion of work
- keeping oral instructions brief and using repetition
- adapting classroom activities, e.g. by using role play, designing posters or drawing mind maps instead of written answers
- modifying PE lessons and sports days by adapting games and activities or through alternative activities which pupils with additional needs, including disabilities can more easily participate in
- the use of flexible groupings, peer support, buddying and mentoring
- altering the organisation of the school day to reduce the number of pupils all moving through the building at the same time and queuing in various places
- ensuring staff are aware of exam access arrangements.
- drawing on guidance from the Education Endowment Foundation toolkits regarding supportive environments
- accessing and embedding STEPS therapeutic thinking approach to managing behaviour and developing supportive relationships.

The physical environment

At Bere Regis Primary and Pre-school, our modern school building ensures that the physical environment of the school supports access for pupils with additional needs, including disabilities by:

- Parking available near the school, including disabled parking spaces
- Wide entrances and exits (emergency escape routes)
- Wide corridors
- Lots of natural lighting in classrooms
- Adequate heating and ventilation systems
- A disabled toilet and shower room
- Acoustics to allow quiet classrooms
- Clear layout to the building
- Well maintained grounds
- Designated storage areas
- Spaces for intervention work

Access to information

At Bere Regis Primary and Pre-school, we make written information more accessible to pupils with additional needs, including disability by:

- Key vocabulary clearly displayed on working walls
- Interactive whiteboards – not too much writing; dyslexia friendly font such as Comic Sans; large print; buff background
- C-Reader pens (2 in school)
- Appropriate level reading material, including dyslexia friendly texts.
- Providing copies of work of what is on the board in adjusted fonts (larger, bolder)
- Use of I-pad for speech to text work
- Standardised visuals throughout the school, to include the use of PEC-D or Widget symbols
- Social stories developed on a need led basis to support children's understanding.

10. 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.

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Bere Regis Primary and Pre-school for pupils with additional needs, including disabilities (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 the Wessex Multi-Academy trust 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 yearly review and the policy updated every three years in accordance with Dorset Council guidelines.

The Bere Regis Primary and Pre-school complaints procedure covers the Accessibility Plan.

12. 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 |
| To continue to ensure that all out of school activities are planned in advance to ensure that pupils with additional needs, including disabilities can take part. | 1. Careful planning of activities to ensure reasonable adjustments are made to ensure accessibility of all sites, travel arrangements and to ensure adult: child ratios | Teaching Staff and SENCO | On-going | | All out of school activities will be conducted in an accessible manner with providers that comply with current legislation. | |
| | 2. Ensure all staff are aware of the duties on schools set out within the Equality Act 2010 and the need to make reasonable adjustments | Headteacher and SEN Governor | At relevant staff training | | All pupils participate in all activities with reasonable adjustments made | |

| 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 |
| To improve ICT use for children with Specific Learning needs | Provide designated technology so children can access their work easily and teachers can upload work on to them so software can be utilised by children | Headteacher/S ENDCo; MAT (for funding); Teachers | Ongoing – need led | TBC | Children with SPLD have greater access to written material | |

