



Loders CE Primary Academy

Accessibility Plan

2025 to 2028

Date agreed: December 2025

Review date: September 2028

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 Lodders School 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 Lodders School, 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

Founded in October 1869 and located in the picturesque village of Loders, Loders CE Primary School is built upon Christian foundations, embeds the Christian faith and is committed to providing every child with an excellent education. We are proud to be part of the First Federation Trust. With approximately 70 children on roll, we place importance on developing the unique potential of each child with a culture driven by enthusiasm and a desire to achieve. We promote learning that is active and creative and encourage children to embrace challenges. We provide an enriched curriculum that is broad and children have opportunities to participate in a wide range of cross-curricular activities.

We view education as a joint venture, involving everyone – children, parents, staff, governors and the wider community. Through these partnerships we aim to provide the best possible educational experience for each child and their family, enabling them to develop independence and a life-long love of learning.

Our school site comprises the original Victorian building, which now houses two classrooms along with the staff room and offices. Built in 2004, two further buildings contain classrooms and a multi-purpose hall. We have two playgrounds, an outdoor learning area for the Early Years children in our Nursery and Reception and a well maintained grassed garden area with mature trees, a forest school area and a wonderful view of the hills beyond. We have the use of the village hall and playing field just a few minutes walking distance away. 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.

Due to small pupil numbers, we do not publish pupil data or specific areas of need, however Speech, Language and Communication Needs are our most significant category of need currently, followed by Social, Emotional and Mental Health. We look at each individual and their needs in planning provision and have high aspirations for all pupils, including those with additional needs and/or disabilities. These high aspirations include inclusion in every aspect of school life including trips and extra-curricular activities.

6. Audit

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

- increasing access to the curriculum - staff are highly trained in creating accessible learning for all. Our curriculum is specifically designed to include intentional opportunities to cover diversity and equality.
- physical environment of the school - the physical environment could present significant challenges for those with disabilities within the old building.
- making information more accessible - written information could be made more accessible by referring to SCULPT guidance; staff could be made more aware of the importance of providing information in clear language with support, e.g. visuals, where helpful

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
- relevant specialist services

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:

- Working on developing a broad and balanced curriculum with appropriate adaptations for individual pupils' needs
- Staff training in specific needs and disabilities
- Reviewed policies, including those referencing behaviour, to adopt a therapeutic and relational approach
- Built up stronger working relationships with outside agencies and professionals to support pupils with specific needs

The physical environment

During the period of our previous Accessibility Plan, we improved the physical environment of the school to increase access for pupils with a disability by:

- Adaptation of spaces within school to provide appropriate spaces for pupils with specific needs
- Redecoration, signage and displays refreshed being mindful of pupils' varying needs, for example neutral backgrounds, visual images alongside signs
- New external signage

Access to information

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

- Ensured access arrangements for statutory testing is communicated clearly to parents
- Moved to sharing information in different ways, e.g. via social media, to support reaching the greatest proportion of parents in the best way

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.

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:

- Safeguarding and Child protection policy
- Health and safety policy (including off-site safety)
- Behaviour policy
- School Improvement Plan

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Lodders 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, First Federation Trust and Salisbury Diocese 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.

The Accessibility Plan will be reviewed regularly (and updated if needed). It will be monitored through visits from the Trust School Improvement Team and Head of School reports to the Trust Board.

This Accessibility Plan runs for 3 years and will be updated in Autumn 2028. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

The Loders School complaints procedure covers the Accessibility Plan.

12. Accessibility Action Plan

Increasing access to the curriculum

Outcome 1		
What outcome do we want to achieve?	Ensure all teaching staff have the necessary specialist training to support all disabled pupils.	
What actions will we take to achieve this?	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed – cross reference school SEND information report.	
How can we tell if this is successful?	Using the Assess, Plan, Do, Review cycle within Personal Learning Plans and ensuring outcomes and progress milestones are being achieved.	
When will this work be done?	As required	
Approximate cost	Not known at this stage	
Responsible person(s)	Head of School & SENCO	Date complete

Outcome 2		
What outcome do we want to achieve?	Ensure all disabled pupils can easily access their classrooms and any resources or materials they might need within those classrooms.	
What actions will we take to achieve this?	Create personalised risk assessments and access plans for individual pupils. Liaise with parents and external agencies, identifying any individual resource needs or challenges faced.	
How can we tell if this is successful?	Using the Assess, Plan, Do, Review cycle within Personal Learning Plans and ensuring outcomes and progress milestones are being achieved	
When will this work be done?	As required	
Approximate cost	Not known at this stage	
Responsible person(s)	Head of School & SENCO	Date complete

Outcome 3	
What outcome do we want to achieve?	Further refine the curriculum to ensure intentional coverage of diversity and equality issues, specifically those around disability.
What actions will we take to achieve this?	Look at examples of good practice and work with children, parents and other Trust schools to establish plans which cover a wide range of diversity and equality issues, specifically those around disability.

How can we tell if this is successful?	Pupils will talk confidently and positively about issues around inclusion and diversity. They will challenge any stereotypes they come across, especially negative ones.		
When will this work be done?	Subjects including core texts in English to be reviewed after each two-year curriculum cycle.		
Approximate cost	Not known at this stage		
Responsible person(s)	Head of School & Subject Leads	Date complete	

Improving the physical environment

Outcome 1			
What outcome do we want to achieve?	Consider in any future building projects how the site can be made more accessible.		
What actions will we take to achieve this?	The academy and Trust will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.		
How can we tell if this is successful?	Improvements to the site are planned to take account of a range of needs, including those which would potentially broaden access for the future.		
When will this work be done?	As required		
Approximate cost	Not known at this stage		
Responsible person(s)	Head of School & SENCO	Date complete	

Outcome 2			
What outcome do we want to achieve?	Consider in future planning, how space can be made available for specialist intervention work and the storage of specialist equipment as required by disabled pupils.		
What actions will we take to achieve this?	Create personalised risk assessments and access plans for individual pupils. Liaise with parents and external agencies, identifying any individual resource needs or challenges faced. Continue to restructure classrooms and shared spaced according to emerging needs of children on roll		
How can we tell if this is successful?	Using the Assess, Plan, Do, Review cycle within Personal Learning Plans and ensuring outcomes and progress milestones are being achieved.		
When will this work be done?	As required		
Approximate cost	Not known at this stage		

Responsible person(s)	Head of School & SENCO	Date complete	

Outcome 3			
What outcome do we want to achieve?	Ensure that everyone takes collective responsibility for always ensuring that doorways and corridors are kept clear to support pupils with reduced mobility to move around freely and safely.		
What actions will we take to achieve this?	Regular health and safety walkarounds; regular feedback and reminders for staff and pupils; regular reminders to children and parents not to bring in unnecessary baggage due to small communal spaces.		
How can we tell if this is successful?	Audits highlight no concerns; exit routes are clear and evacuation drills are therefore completed promptly.		
When will this work be done?	As required		
Approximate cost	Not known at this stage		
Responsible person(s)	Head of School & SENCO	Date complete	

Making information more accessible

Outcome 1			
What outcome do we want to achieve?	Ensure all written information provided is easy to access/ navigate conforming to SCULPT guidelines.		
What actions will we take to achieve this?	Head of School and Administrator to discuss SCULPT guidelines and ensure communications from school conform to this wherever possible. Review website and policies. Disseminate good practice to staff.		
How can we tell if this is successful?	All written information provided is easy to access/ navigate conforming to SCULPT guidelines. Positive feedback from parents.		
When will this work be done?	From 2025 for new documents and communication and as documents come up for review.		
Approximate cost	Not known at this stage		
Responsible person(s)	Head of School & SENCO	Date complete	

Outcome 2	
What outcome do we want to achieve?	Consider how information presented to groups is suitable for disabled pupils, e.g. if content is read aloud, is the formatting and any diagrams conducive to this?

What actions will we take to achieve this?	Staff training and seeking advice and feedback from specialists as needed.		
How can we tell if this is successful?	Feedback from children using assistive technology		
When will this work be done?	As required		
Approximate cost	Not known at this stage		
Responsible person(s)	Head of School & SENCO	Date complete	

Outcome 3			
What outcome do we want to achieve?	Ensure all information provided is in plain English as standard and supplemented as required with symbols or Easy Read formats.		
What actions will we take to achieve this?	Ensure all staff are aware of the Widgit tool; staff meetings and training on SEND and Communication-Friendly Environments through SaLT support.		
How can we tell if this is successful?	Feedback from children and parents.		
When will this work be done?	As required and as information shared is reviewed or refreshed.		
Approximate cost	None other than maintaining access to current Widgit Online for producing visuals.		
Responsible person(s)	Head of School & SENCO	Date complete	