



Ambition • Service • Kindness

# Beaminster School Accessibility Plan

**October 2025 to August 2028**

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**Review date:** August 2028

**Developed by:** Headteacher  
Assistant Headteacher  
SENDCo  
SEN Governor

**Approved by:** FGB February 2026

## 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 Beaminster School to feel welcome, valued and included in 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 Beaminster 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, along with students and families, 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

Beaminster School provides a safe, supportive and inspiring learning environment where students gain the knowledge and skills that enable them to become successful and confident adults. We do this by building strong relationships with families and communities, understanding students as individuals and empowering our staff to deliver exceptional learning experiences every day.

#### Collective Values

- **Ambition**

Demonstrate courage and determination, strive for excellence and challenge yourself daily. Be curious and creative. Take risks.

- **Service**

Demonstrate stewardship. Protect, promote, enrich, appreciate and care for yourself, others and the environment.

- **Kindness**

Demonstrate moral strength through integrity, dignity, respect and reverence. Make the right choices. Be thankful, humble and balanced in all that you think, say and do.

#### Strategic Aims

1. We inspire our school community to be ambitious for themselves, and others, discovering every child’s talents and unlocking their potential.
2. We foster an inclusive and resilient school environment where staff and students are confident, equipped and empowered to adapt to change.
3. We embrace and celebrate the very best of our local area whilst developing students with global perspective who are able to thrive independently in learning and life.
4. We cultivate curiosity and challenge our students through high quality, creative teaching that is responsive to our rapidly evolving world.

Our small rural school (680 students) has a broad and expanding rural catchment area covering the attractive market town of Beaminster and many other very small communities. One in three pupils comes from outside our catchment area. A demographically driven drop in student numbers over the coming years has led us to draw an increasing number of students from Somerset. The rural transport network provides a limited service and independent transport costs are high, making travel and after school activities a challenge.

The main school site was built in 1962 with additional blocks added over the years. The school is in a good state of repair, though maintenance costs are high. Lift facilities have been added to access upper floors in Blocks A and B, leaving the two rooms in Netherbury and Hu4 to require timetable changes should disabled access be required. The outdoor environment is very pleasant with the school situated on the edge of Beaminster surrounded by playing fields and without external fencing.

## 5. Pupil data

Beaminster School 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.

Where our pupils have an Education, Health and Care Plan (EHCP), we use the information within this to ensure that we have a good understanding of their disabilities and how to support them.

Current pupil data shows that at the start of the 2025 – 26 academic year over 20% of our pupils were regarded as disabled (including students with long term illness or mental health needs that affect their learning) under the Equality Act 2010. Our pupils have the following areas of need:

Disability	No	%
ASC	35	5.6
ADHD	36	5.6
Diabetes	4	0.7
Visual Impairment	5	0.8
Hearing Impairment	5	0.7
Dyslexia	20	3.2
SEMH (not ADHD)	18	2.9
Physical disability	5	0.8
Epilepsy	5	0.8
Tourettes	2	0.3
CFS	2	0.3
<b>Total</b>	<b>137</b>	<b>21.7</b>

## 6. Audit

To help us develop and monitor our Accessibility Plan we undertake an annual environmental audit of Beaminster School.

## 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.

These consultations have been used to set out our priorities for the next three years.

## 8. Previous actions

### Curriculum

- using multimedia activities and interactive ICT equipment (interactive whiteboards) 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;
- providing a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable and skilled when considering the impact of Special Educational Needs on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff training regarding sensory impairments and adjusting the school environment;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).

### Physical Environment

- providing flat or ramped access to all school entrances;
- dedicating 3 parking bays outside the main school entrance for pupils, families and visitors with a disability;
- providing 4 accessible toilets, 2 with shower and changing facilities;
- adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for pupils with reduced vision;
- 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 hallways and classrooms;
- removing and fixing potential trip hazards and keeping all floor spaces uncluttered;
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- providing fabric blinds, curtains, carpets, rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

### Information

- 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.

## **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, we have reflected on our consultation and reviewed good practice from other schools.

## **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 and Safeguarding Policy
- Curriculum Policy
- Staff Appraisal and Guidance
- 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 Beaminster School for pupils with a disability (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

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.

We will work in partnership with the Local Authority in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations. It may be used to inform other school planning documents.

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 the Governors' Resources Committee and SEND Governor.

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

Beaminster School complaints procedure covers the Accessibility Plan.

## 12. Accessibility Action Plan

### Increasing access to the curriculum

<b>Outcome 1</b>			
<b>What outcome do we want to achieve?</b>	Ensure compliance with Equality Act 2010 and continue to raise awareness of the need to address disability issues.		
<b>What actions will we take to achieve this?</b>	Ongoing Staff and Governor training to ensure all are informed of requirements and obligations of The Equality Act 2010.		
<b>How can we tell if this is successful?</b>	School complies with Equality Act 2010 and we receive no parental complaints. Annual staff review, update and awareness. Annual report to Governors by the SENCo		
<b>When will this work be done?</b>	Ongoing and through dedicated reports		
<b>Approximate cost</b>	£		
<b>Responsible person(s)</b>	Headteacher, SENDCo, Chair of Governors	<b>Date complete</b>	

<b>Outcome 2</b>			
<b>What outcome do we want to achieve?</b>	The curriculum is appropriately differentiated and delivered so that all students can learn successfully, whilst maintaining high standards for all.		
<b>What actions will we take to achieve this?</b>	Ongoing development of subject curriculum and responsive teaching as part of whole-school CPD. Training for Teachers and Teaching Assistants to maximise their impact in the classroom.		
<b>How can we tell if this is successful?</b>	All staff are providing quality first teaching and are targeting a range of specific needs (as seen from Learning Walks and Reviews). Students are supported to achieve their full potential in the classroom, whilst early responsive intervention increased by TAs outside the classroom.		
<b>When will this work be done?</b>	Ongoing as part of CPD, identified intervention activities and through monitoring processes.		
<b>Approximate cost</b>	££		
<b>Responsible person(s)</b>	Headteacher, SENDCo and Deputy Head	<b>Date complete</b>	

<b>Outcome 3</b>			
<b>What outcome do we want to achieve?</b>	Removal of barriers in relation to access to teaching and learning within the classroom.		
<b>What actions will we take to achieve this?</b>	<p>Identification of assistive technology to ensure that all students have access to learning within lessons.</p> <p>Purchase of items, eg tablets, text to voice software and visualisers, so that the best of technology can be harnessed to support young people with disabilities' access the curriculum alongside their peers. There will also be a need for ongoing teaching CPD to harness the technology effectively.</p>		
<b>How can we tell if this is successful?</b>	Learning Walks and Reviews. Students are supported to achieve their full potential in the classroom. Teachers will have received CPD and be confident with assistive technology in lessons.		
<b>When will this work be done?</b>	A three-year plan across 2025-28		
<b>Approximate cost</b>	£££		
<b>Responsible person(s)</b>	Headteacher, SENDCo and Deputy Head	<b>Date complete</b>	

<b>Outcome 4</b>			
<b>What outcome do we want to achieve?</b>	Greater awareness, by all staff, of the range of conditions that impact student learning (e.g. epilepsy, diabetes, emotional etc).		
<b>What actions will we take to achieve this?</b>	Specific training and strategies will be provided for all staff to help support students to overcome any barriers, including specific cases where relevant professionals will support development of Individual Healthcare Plan in line with "Supporting pupils at school with medical conditions."		
<b>How can we tell if this is successful?</b>	Pupils and their families feel supported and their needs understood; pupils have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs, and continue to achieve in line with their ability; teachers and support staff are confident in meeting the needs of pupils and know how to support them (ClassCharts includes medical plans).		
<b>When will this work be done?</b>	Ongoing to meet the needs of all students.		
<b>Approximate cost</b>	£		
<b>Responsible person(s)</b>	SENDCo, Assistant Headteacher	<b>Date complete</b>	

Outcome 5			
<b>What outcome do we want to achieve?</b>	Out of school activities are planned in advance so that, wherever possible, all pupils with a disability are able to take part.		
<b>What actions will we take to achieve this?</b>	<p>Review upcoming out of school activities ensuring that sites are suitable for all children with a disability e.g. physical access, catering for sensory needs etc. Consider any reasonable adjustments required to enable pupils with a disability to take part in out of school activities, including travel requirements.</p> <p>Carefully track the proportion of students with disability (as defined by the Equality Act) who take part in these activities. Use this data to ask questions about participation rates and identification and removal of barriers.</p>		
<b>How can we tell if this is successful?</b>	Out of school activities are planned, and conducted, with consideration for how pupils with a disability will be included; an inclusive environment with providers that comply with all current and future legislative requirements. Pupils with a disability have access to all school activities such as trips out, residential visits, extended school activities and sporting events. Pupils and their families feel included in out of school activities.		
<b>When will this work be done?</b>	Initial review and then ongoing monitoring of school activities		
<b>Approximate cost</b>	££		
<b>Responsible person(s)</b>	Educational Visits Co-ordinator (EVC), Trip Leaders and SENDCo	<b>Date complete</b>	

## Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, School Travel Plan, Health and Safety Audits, the Capital Build Programme and the suitability survey. 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 and safety issues necessitate more prompt action.

<b>Outcome 1</b>			
<b>What outcome do we want to achieve?</b>	Increase the school toilet capacity and accessibility to provide comfortable, safe and anxiety-free bathroom areas.		
<b>What actions will we take to achieve this?</b>	<p>Refurbish identified facilities and open access to toilets which are currently limited to staff only.</p> <p>Consider the current allocation of the different toilet blocks and arrange by year group to improve monitoring of behaviour and ease overcrowding.</p>		
<b>How can we tell if this is successful?</b>	Over-crowding in key areas reduces and student voice gauged following the improvements.		
<b>When will this work be done?</b>	Refurbishment to begin Feb 2026 and then continue the programme as budgets allow.		
<b>Approximate cost</b>	££££		
<b>Responsible person(s)</b>	School Business Manager, Site Team	<b>Date complete</b>	

<b>Outcome 2</b>			
<b>What outcome do we want to achieve?</b>	Create an environment which allows for calm and efficient transitions during lesson change-over.		
<b>What actions will we take to achieve this?</b>	Review existing student flow through the school. Identify pinch points and consider access changes to allow for one-way systems wherever possible.		
<b>How can we tell if this is successful?</b>	Students arrive at lessons in a timely manner feeling regulated and ready to study.		
<b>When will this work be done?</b>	Preparatory work to be completed during the summer term for implementation in Sept 2026.		
<b>Approximate cost</b>	£		
<b>Responsible person(s)</b>	School Business Manager, Site Team	<b>Date complete</b>	

<b>Outcome 3</b>			
<b>What outcome do we want to achieve?</b>	Create a dedicated First Aid room which is accessible, fit for purpose and offers a private space for those students who need to administer medication.		
<b>What actions will we take to achieve this?</b>	Identify possible alternative locations. Consult staff and students to understand pros and cons of each location. Identify necessary works to make the area fit for purpose and obtain quotations for completion. Plan for works to be carried out when budget allows.		
<b>How can we tell if this is successful?</b>	Students feel comfortable when requiring medical attention and staff report that the area is practical to work in. First Aid area only accessed by students where necessary.		
<b>When will this work be done?</b>	Preparatory work to be completed during the spring term 2026 with construction work to take place during Summer 2026 if budgets allow.		
<b>Approximate cost</b>	££££		
<b>Responsible person(s)</b>	School Business Manager, Site Team	<b>Date complete</b>	

## Making information more accessible

<b>Outcome 1</b>			
<b>What outcome do we want to achieve?</b>	The availability of written information in accessible formats is reviewed regularly and feedback used to improve practice.		
<b>What actions will we take to achieve this?</b>	All written information available to pupils and their parents will be considered in detail by the SLT, parent links and the school council. Pupils with a disability will be asked to take part in this activity and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future pupils during this exercise. The school will make itself aware of the services available through local charities, and other providers for converting written information into alternative formats (eg the use of symbols, large fonts, listening aids etc.) and will research good practice in other schools.		
<b>How can we tell if this is successful?</b>	All written information is designed with the specific needs of disabled pupils in mind. Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means. Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.		
<b>When will this work be done?</b>	Annually or through feedback as required.		
<b>Approximate cost</b>	£		
<b>Responsible person(s)</b>	SENDCo, SLT	<b>Date complete</b>	

<b>Outcome 2</b>			
<b>What outcome do we want to achieve?</b>	Where necessary, increase information accessibility for those who have English as an additional language (EAL) or other communication impairments at school meetings etc.		
<b>What actions will we take to achieve this?</b>	Liaise with local translators, SALT and other specialist services as appropriate and where financially able. A range of options to ensure accessibility at meetings, Parents' Evenings etc.		
<b>How can we tell if this is successful?</b>	Feedback on school communication is positive. Pupils and parents with EAL feel welcome and confident that their needs are being met.		
<b>When will this work be done?</b>	<b>Annually and where required.</b>		
<b>Approximate cost</b>	£		
<b>Responsible person(s)</b>	SENDCo, SLT	<b>Date complete</b>	