

# Wellbrook School: Accessibility Plan



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Reviewed by:	C. Howells
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## **Introduction**

At Wellbrook School, we strive to provide every child with the opportunity to unlock their potential. We honour and celebrate their individuality and tailor our instruction to their personal needs. Our goal is to nurture self-confidence and provide students with the support necessary to help them reach heights they didn't think were possible. We want parents to imagine the possibilities when they walk through our doors and be filled with hope as they see their children achieve beyond their expectations. We strive to be a place where children feel they belong and can thrive.

## **Purpose of Plan**

The purpose of this plan is to show how Wellbrook School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils including those with a disability can take full advantage of their education and associated opportunities.

We believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

## **Definition of disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## **Key Aims**

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

- To improve the availability of accessible written information.

## Principles

1. The Wellbrook School Accessibility Plan is for the 3 - year period 2024 – 2027 and will be reviewed annually.
2. The Accessibility Plan is structured to complement and support the school's Equality Policy and will be published on the school's website. We understand that the DfE, through Ofsted inspections will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents or carers 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 Wellbrook School Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and how we anticipate needs to make **reasonable** adjustments to accommodate these needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
  - a. Increase disabled pupils' access to the curriculum
  - b. Improve the accessibility of the school's physical environment
  - c. Improve the accessibility of written information

## Increasing disabled pupils' access to the curriculum

This includes 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 provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

### **Improving the accessibility of the school's physical environment**

This includes adding specialist facilities as necessary. It also covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

### **Improving the accessibility of written information**

This includes improving the delivery of **written information** to pupils, staff, parents or carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

### **Financial Planning and control**

The SLT and the governance committee will review the financial implications of the accessibility plan as part of the normal budget review process. This will determine what adjustments are reasonable and when they will be scheduled over the 3-year period.

## Accessibility Action Plan

### Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Responsible person	Short, Medium or Long term? Deadline?	Progress  Review in:  September 2024, January & May 2025  September 2025, January & May 2026  September 2026, January & May 2027
<b>Staff can effectively adapt learning to meet pupils SEND needs.</b>	Source/ deliver CPD about supporting pupils with the needs that the school is registered to accept when the school opens and ensure that all new staff members complete it as well: <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorder (ASD)</li> <li>• Social, Emotional, and mental health needs (SEMH)</li> </ul>	Headteacher	<b>December 2024</b> then...  On-going, during induction of all new staff members and during INSET days and Twilight sessions	

	Deliver CPD about other learning disabilities which are common across specific cohorts of pupils over the next 3 years	Headteacher	On-going, during induction of all new staff members and during INSET days and Twilight	
	Deliver CPD about adaptive strategies and compile a library of resources outlining strategies for supporting pupils with various disabilities	Headteacher	On-going, during induction of all new staff members and during INSET days and Twilight	
	Staff implement the strategies and adopt classroom procedures recommended during CPD	Headteacher	Long-term, evidenced during lesson visits, learning walks, book looks.	
<b>Improved access by ensuring the provision outlined on individual EHC plans is implemented effectively</b>	Develop a procedure for sharing information about the SEND needs of individual pupils and the provision recommended on their EHC plans	Headteacher	December 2024	
	Review and adjust pupils provision as required and with input from any professionals who might be providing specialised support such as psychotherapists, speech & language therapists	Headteacher	On-going, evidenced during termly reviews of provision, annual EHC plan reviews and as needed based on	

			recommendations from professionals.	
<b>Improved access through the use of ICT and other auxiliary aids</b>	Secure 1 computer/laptop for each classroom & laptops for each pupil	Proprietor	May 2025	
	Make sure specialist software is installed where needed and that additional items such as large print and tactile keyboards are secured.	Headteacher	May 2025	
	Buy other auxiliary aids recommended for ASD and SEMH and any specific items listed on pupils EHC plans such as ear defenders, fidget toys, stress balls, building blocks, PECS cards	Headteacher	On-going depending on the needs of pupils in each cohort	
<b>Improved access to examinations</b>	Organise examination access arrangements such as supervised rest breaks, scribes, readers, as needed.	Assistant Headteacher	On-going – as needed within JCQ timeframes	

<p><b>All educational visits to be accessible to all</b></p>	<p>Develop guidance for staff on making trips accessible including risk assessment templates for educational visits (which accommodate control measures from pupils individual risk assessments)</p> <p>Ensure each new venue is vetted for accessibility.</p> <p>Use transport that is wheelchair accessible as needed.</p> <p>Complete detailed risk assessments for each educational visit.</p>	<p>Assistant Headteacher</p>	<p>September 2024</p> <p>As needed.</p> <p>As needed.</p> <p>Before every visit</p>	
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## Access to the physical environment - statutory

Accessibility Outcome	Action to ensure Outcome	Responsible person	Short, Medium or Long term? Deadline?	Progress Review in: September 2024, January & May 2025 September 2025, January & May 2026 September 2026, January & May 2027
<b>The school is aware of the access needs of disabled pupils, staff, governance committee members, parent/carers and visitors</b>	Create access plans for individual disabled pupils as part of the IEP or PEP process when required.  Ask staff, governance committee members and parents or carers about their disability status during recruitment and induction.	Headteacher	On-going during pupil referral and induction; also during recruitment & induction of staff	
<b>Layout of school to allow access for all pupils, parents or carers and visitors who are disabled</b>	Ensure that there is an accessible entrance to the school premises for those who are	Proprietor	September 2024	

	disabled – front gate, both entrances to the building			
	Ensure there is a functioning disabled toilet on the school premises.	Proprietor	September 2024	
	Ensure that disabled pupils can take classes, eat, and access the sensory room on the ground floor.	Proprietor	September 2024	
	Ensure that disabled pupils can fully access the playground	Proprietor	March 2025	
	Ensure that the environment around the school is calming – soft lighting and muted paint colours on walls	Proprietor	September 2024	
	Develop a sensory garden, a sensory room and other safe places for pupils in and around the school	Proprietor	September 2025	
<b>Ensure all disabled pupils can be safely evacuated</b>	Secure Fire Marshall training to ensure all staff know how to evacuate all pupils from the building, particularly disabled pupils	Headteacher	September 2024 then...  On-going, during induction of all new staff members and during	

			INSET days and Twilight	
	Compile Personal Emergency Evacuation Plans for pupils with impaired mobility and ensure that they and staff are aware of these procedures.	Assistant Headteacher	On-going at the point of admission	

## Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Responsible Person	Short, Medium or Long term? Deadline?	Progress Review in: September 2024, January & May 2025 September 2025, January & May 2026 September 2026, January & May 2027
<b>Review information to parents or carers/carers to ensure it is accessible.</b>	If required provide information and letters in large print.	Headteacher	During induction and on-going	
<b>Improve the delivery of information in writing in an appropriate format</b>	Research sources of alternative formats including costings.  Use alternative formats as required.	Headteacher	December 2024  On-going as required	

<b>Ensure all staff are aware of guidance on accessible formats</b>	Guidance to staff accessible information	Headteacher	December 2024 then ...on-going, during induction of all new staff members and during INSET days and Twilight	
<b>Provide information in other languages for pupils or prospective pupils</b>	Access to translators, sign language interpreters to be considered and offered if possible	Headteacher	As required	