

# Wellbrook School: Accessibility Plan



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 they 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 proprietor 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	Implementation cycle	Progress
<p><b>Staff can effectively adapt learning to meet pupils SEND needs.</b></p>	<p>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:</p> <ul style="list-style-type: none"> <li>● Autism</li> <li>● Social, Emotional, and mental health needs (SEMH)</li> </ul>	<p>Headteacher</p>	<p>On-going, during induction of all new staff members and during INSET days and Twilight sessions</p>	<p>Review in:</p> <p>September 2024, January &amp; May 2025</p> <p>September 2025, January &amp; May 2026</p> <p>September 2026, January &amp; May 2027</p> <p>January 2025</p> <p>Continuous CPD through staff meetings etc</p> <p>May 2025</p> <p>As pupils with different needs are joining us, we have provided appropriate CPD to support staff.</p> <p>September 2025</p> <p>External training on Persistent Demand Avoidance</p> <p>Hoist training for four members of staff</p>

				<p>New staff members trained on Moving and Handling</p> <p>October 2025 Whole School training on the Twinkl Phonics Programme</p> <p>Staff training on Duchenne’s Muscular Dystrophy Physiotherapy training for three staff members</p> <p>November 2025 Additional training on carrying out physiotherapy in a swimming pool.</p> <p>January 2026 AS has purchased NASEN to help support staff with SEND specific CPD</p>
	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	<p>January 2026 AS has purchased NASEN to help support staff with SEND specific CPD</p> <p>In person training has been attended on PDA.</p> <p>OT to deliver training on Sensory Processing Disorder</p>

	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	May 2025  Growing number of resources and books available to staff  January 2026  AS has purchased NASEN to help support staff regarding training for adaptive strategies.
	Staff implement the strategies and adopt classroom procedures recommended during CPD	Headteacher	Long-term, evidenced during lesson visits, learning walks, book looks.	January 2026 Staff lesson observations have been completed in the autumn term.
<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	On-going, evidenced during termly reviews of provision, annual EHC plan reviews and as needed based on recommendations from professionals.	January 2025 EHCPs are available on the Staff One Drive May 2025 EHCPs, PLPs and One Page Profiles are available on the Staff Shared One Drive.
	Review and adjust pupils provision as required and with input from any professionals who might be providing specialised support such as	Headteacher	On-going, evidenced during termly reviews of provision, annual EHC plan reviews and as needed based on	

	psychotherapists, speech & language therapists		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	May 2025 Each staff member and pupil have an assigned laptop. October 2025 Trackball mouse purchased to make laptop easier to use November 2025 New laptop arrived for new pupil December 2025 New laptop storage unit installed
	Make sure specialist software is installed where needed and that additional items such as large print and tactile keyboards are secured.	Headteacher	May 2025	May 2025 A separate keyboard and mouse were purchased to enable one pupil to utilise their laptop.
	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	May 2025 A range of fidget toys, ear defenders and fine motor skills builders are available in each classroom and are regularly restocked.  September 2025 A range of fidget toys, ear defenders and fine motor skills builders are

				<p>available in each classroom and are regularly restocked.</p> <p>November 2025</p> <p>Spinning chair purchased for pupil with sensory processing difficulties</p> <p>December 2025</p> <p>Wobble stool purchased</p>
<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>May 2025</p> <p>AS has applied for our JCQ registration.</p> <p>A level 7 Access Arrangements Assessor, Julie Petit, has been recruited to support with access arrangements and has met with the SENDCo</p> <p>January 2026</p> <p>The school now has approval from both JCQ for GCSE's and NCFE for vocational courses.</p>
<b>All educational visits to be accessible to all</b>	Develop guidance for staff on making trips accessible including risk assessment templates for educational visits (which	Assistant Headteacher	September 2024	May 2025

	<p>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>As needed.</p> <p>As needed.</p> <p>Before every visit</p>	<p>Trips mountain biking and doing paddle-crafts have been accessible to all pupils.</p> <p>Work is ongoing to make the allotment and Forest School safe and accessible for wheelchair users.</p> <p>A foldable hoist is being purchased to ensure access to all opportunities.</p> <p>July 2025 Mobile hoist was purchased September 2025 Work to make the allotment wheelchair accessible was completed December 2025 This term has involved fully inclusive trips to participate in:</p> <ul style="list-style-type: none"> <li>• Climbing</li> <li>• Christmas crafts</li> <li>• Allotment visit</li> <li>• Mountain biking</li> <li>• Paddle crafts</li> <li>• Archery</li> <li>• Fishing</li> </ul>
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## Access to the physical environment - statutory

Accessibility Outcome	Action to ensure Outcome	Responsible person	Implementation cycle	Progress
<p><b>The school is aware of the access needs of disabled pupils, staff, proprietor, school improvement partners, parent/carers and visitors</b></p>	<p>Create access plans for individual disabled pupils as part of the IEP or PEP process when required.</p> <p>Ask staff, school improvement partners and parents or carers about their disability status during recruitment and induction.</p>	<p>Headteacher</p>	<p>On-going during pupil referral and induction; also during recruitment &amp; induction of staff</p> <p>September 2025</p> <p>September 2025</p>	<p>Review in:</p> <p>September 2024, January &amp; May 2025</p> <p>September 2025, January &amp; May 2026</p> <p>September 2026, January &amp; May 2027</p> <p>May 2025</p> <p>Two staff members have received moving and handling training to allow them to support a pupil requiring hoist access.</p> <p>A ramp has been added to the entrance to the sensory garden.</p> <p>Plans are in place to create one, large accessible toilet, with a ceiling hoist and changing table.</p> <p>The sensory garden path is being widened to make sure that the gate is accessible even if the ground is muddy.</p>

				<p>January 2026</p> <p>Both the hygiene room and the widening of the sensory garden path have been completed.</p>
<p><b>Layout of school to allow access for all pupils, parents or carers and visitors who are disabled</b></p>	<p>Ensure that there is an accessible entrance to the school premises for those who are disabled – front gate, both entrances to the building</p>	<p>Proprietor</p>	<p>September 2024</p>	<p>Most rooms in the school are accessible to pupils in a wheelchair. The science room is too small for comfortable access, so lessons are held either in the hall or in the classroom.</p> <p>The fire exit by Cedar is too narrow for the wheelchair, so the corridor exit is used instead.</p>
	<p>Ensure there is a functioning disabled toilet on the school premises.</p>	<p>Proprietor</p>	<p>September 2024</p> <p>September 2025</p>	<p>The current toilet is accessible for visitors using a wheelchair and with impaired motor skills, but is not currently accessible to wheelchair users requiring a hoist, due to the size of the room.</p> <p>Plans are in place to create one, large accessible toilet, with a ceiling hoist and changing table.</p>

				January 2026 The hygiene room has now been built with ceiling hoist and change table.
	Ensure that disabled pupils can take classes, eat, and access the sensory room on the ground floor.	Proprietor	September 2024	These are all accessible.
	Ensure that disabled pupils can fully access the playground	Proprietor	March 2025	This is fully accessible.
	Ensure that the environment around the school is calming – soft lighting and muted paint colours on walls	Proprietor	September 2024	January 2025 Irlen’s friendly light filters were added to the lights in the most appropriate rooms.
	Develop a sensory garden, a sensory room and other safe places for pupils in and around the school	Proprietor	September 2025	January 2025 The sensory room has been completed and equipped. May 2025 The sensory garden has been developed and is being used by some students used.
	Provide a therapy space for pupils to access a variety of physical and emotional based therapies in an appropriately calm and welcoming environment.	Proprietor	April 2025	November 2025 Shell of building has been completed December 2025 Building is now watertight and drying out

				<p>January 2025</p> <p>Next steps to complete the internal work and ensure it is accessible to wheelchair users.</p>
<p><b>Ensure all disabled pupils can be safely evacuated</b></p>	<p>Secure Fire Marshall training to ensure all staff know how to evacuate all pupils from the building, particularly disabled pupils</p>	<p>Headteacher</p>	<p>On-going, during induction of all new staff members and during INSET days and Twilight</p>	<p>May 2025</p> <p>All pupils are able to exit safely through appropriate exits.</p> <p>A PEEP has been put in place for one pupil who has a physical disability.</p>
	<p>Compile Personal Emergency Evacuation Plans for pupils with impaired mobility and ensure that they and staff are aware of these procedures.</p>	<p>Assistant Headteacher</p>	<p>On-going at the point of admission</p>	<p>As above</p>

## Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Responsible Person	Implementation cycle	Progress
<p><b>Review information to parents or carers/carers to ensure it is accessible.</b></p>	<p>If required provide information and letters in large print.</p>	<p>Headteacher</p>	<p>During induction and on-going</p>	<p>Review in: September 2024, January &amp; May 2025 September 2025, January &amp; May 2026 September 2026, January &amp; May 2027</p> <p>May 2025</p> <p>All information is now sent to parents via the My Child At School app. This enables them to increase the size of print to suit their needs or for text to be translated to the language of their choice.</p>
<p><b>Improve the delivery of information in writing in an appropriate format</b></p>	<p>Research sources of alternative formats including costings.</p> <p>Use alternative formats as required.</p>	<p>Headteacher</p>	<p>On-going as required</p>	<p>May 2025</p> <p>All information is now sent to parents via the My Child At School app. This enables them to increase the size of print to suit</p>

				their needs or for text to be translated to the language of their choice.
<b>Ensure all staff are aware of guidance on accessible formats</b>	Guidance to staff accessible information	Headteacher	on-going, during induction of all new staff members and during INSET days and Twilight	Continuing
<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	May 2025  All information is now sent to parents via the My Child At School app. This enables them to increase the size of print to suit their needs or for text to be translated to the language of their choice.