



The Welbeck Federation

Accessibility Plan

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Accessibility Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

-  Increase the extent to which disabled pupils can participate in the curriculum
-  Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
-  Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The Welbeck Federation of Schools are Mainstream Primary Schools, which caters for a wide range of needs. This includes pupils with identified special educational needs, and those who have a specific medical need or disability.

Staff know the children, their background, their needs, achievements, social contexts, individual journey and this enables a personalised approach to learning stretching beyond the classroom.

Inclusion at The Welbeck Federation of Schools is always a priority and bespoke provision is planned for and provided to ensure that the needs of all our children are met in line with the principles outlined in our SEND policy. The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The Welbeck Federation of Schools supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Access to the curriculum

Our aims are to:

-  Increase access to the curriculum for pupils with a disability
-  Create effective learning environments for all pupils.
-  Work with external agencies to support pupils with disabilities.
-  Ensure staff are trained and equipped to meet diverse needs.
-  To make information on the schools SEND policy and local offer accessible for parents.

The table below sets out how the school will achieve these aims.

<i>Objective</i>	<i>Current Practice</i>	<i>Future Development</i>	<i>Actions</i>	<i>Lead</i>	<i>Timeline</i>	<i>Success Criteria</i>
<i>Increase access to the curriculum for pupils with a disability</i>	Quality-first teaching, adaptive teaching strategies and reasonable adjustments are embedded across the school. Curriculum toolkits and targeted SEND provision support pupils to access learning alongside their peers.	Continue to refine provision to meet individual needs and ensure all pupils can access the full curriculum	 Review SEND provision regularly (SEND Support Reviews, with parents)  Monitor pupil progress  Implement specialist recommendations and provide appropriate resources and interventions where required.  Medical plans in place and updated.  PE specialists aware of pupils with additional needs.	Inclusion Lead (Joanne Turner) Class Teachers	Ongoing	Pupils with disabilities are fully included in learning and make good progress.
<i>Create effective learning environments for all pupils</i>	Learning environments are calm, purposeful and designed to support all learners. The environment checklist in place supports this.	Further strengthen consistency of inclusive classroom practice across the federation.	 Review classroom environments through termly environment walks. Ensure resources are accessible and support independence.  The school has the most up to date Pictorial or symbolic packages in place.	Inclusion Lead (Joanne Turner)	Ongoing	Learning environments support engagement and participation for all pupils.
<i>Work with external agencies to support pupils with disabilities</i>	The school works closely with a range of external agencies to identify needs and support pupils effectively.	Continue to strengthen multi-agency working.	 Implement recommendations from external professionals and seek specialist advice where required.	Inclusion Lead (Joanne Turner)	Ongoing	Appropriate support is provided and reviewed.

Ensure staff are trained and equipped to meet diverse needs	Staff receive regular professional development relating to SEND and inclusion.	Ensure training reflects emerging needs and best practice.	 Deliver staff training and share effective practice.  Further training on SEMH to be delivered  Inclusion Lead to attend termly Flying High PLCs.	Inclusion Lead (Joanne Turner)	Ongoing	Staff are confident in meeting pupils' needs.
Ensure information about the school's SEND provision and Local Offer is accessible, clear and readily available to parents and carers.	SEND information, policies and the Local Offer are available on the school website. Parents can discuss SEND provision with school staff and are signposted to relevant information when required.	Continue to improve the accessibility, clarity and availability of SEND information for all stakeholders.	 Review policies.  Update the school website, ensuring all policies are easily accessible.	Executive Headteacher (Lisa Jordan) Inclusion Lead (Joanne Turner)	Website Compliance – Termly Governor Reports – Termly	Parents and carers can easily access SEND information, policies and the Local Offer. Website content remains up to date and compliant. Parent feedback indicates that information is clear and accessible.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

-  Risk assessment policy
-  Health and safety policy
-  Equality information and objectives (public sector equality duty) statement for publication
-  Special educational needs (SEN) information report
-  Supporting pupils with medical conditions policy