



'Believe, Excite, Succeed, Together'

Accessibility Plan

Welbourn C of E Primary School

Approved by: Board of Governors **Date:** November 2024

Last reviewed on:

Next review due by: November 2027

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements.....	5
5. Links with other policies	5

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 pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

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.

At our caring village school, we believe that we can each make a positive difference in the world. We encourage creativity and curiosity to explore old and new horizons. Together, we work hard, supporting, respecting and challenging each other to succeed. Growing in understanding, we aim to empower voices to become articulate and knowledgeable. Our vision is for everyone at our school to be able to express themselves with confidence and consideration.

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 school supports any available partnerships to develop and implement the plan.

The school supports any available partnerships to develop and implement the plan. This includes but is not exclusive to Lincolnshire County Council, Learning Support Services, The Educational Psychology Team, Ethnic Minority and Traveler Education Team, SEN – Transport, Speech & Language Service.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for pupils if required.	To ensure that the curriculum continues to meet the needs of all pupils.	Ensure the effectiveness of the curriculum to ensure access for all learners. Resources to be sourced as required	Subject Leaders	Ongoing	
	We use resources tailored to the needs of pupils who require support to access the curriculum.	To ensure that the curriculum continues to meet the needs of the pupils		SENCo & CT		
	Curriculum progress is tracked for all pupils, including those with a disability with targets set appropriate for pupils with additional needs.	To ensure that the progress made does not fall behind peers	Regular review of children with ECH plan levels of progress	SENCo & CT		
	Specific staff training in the use of medical aids where necessary.	To facilitate the ongoing attendance of pupils with a medical need so that their learning is not impaired	Training to be kept up to date with the change in need	SENCo		
	Actively seek the support and advice of all relevant services & agencies to ensure the curriculum is accessible.	To ensure that the curriculum continues to meet the needs of the pupils	Seek agency support as required	SENCo		

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>To ensure pupils have equal access to a full curriculum offer and support is in place to as many areas of the school site as possible</p>	<p>Continue to review as needed accessibility for wheelchairs, library has removeable planks for access.</p>	<p>Headteacher</p>		
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>To ensure all pupils are able to access the full curriculum offer to meet their individual needs.</p> <p>Adaptations are constantly under review</p>	<p>Continue to engage with external agencies to ensure we are offering a good range of skills eg Makaton training to support the wider needs of pupils</p>			

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher

It will be approved by the governing board.

5. Links with other policies

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

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