



WELLESBOURNE PRIMARY AND NURSERY SCHOOL

*Living to Learn, Learning to
Live*

Accessibility Plan January 2026

Policy Approval

Policy Title	Accessibility Plan	Date written: 16 th January 2026
Written by:	Nicola Ryan	
Approved by:	Carl Gilbertson	Date: 22 nd January 2026
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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 Wellesbourne we strive to be as inclusive as we possibly can, we adapt our practices to support children and adults with additional needs and or disabilities.

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.

School Improvement Liverpool and Liverpool Local Authority are strong partners of Wellesbourne Primary and Nursery Schools and are available for support and guidance if needed.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the school.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • SENDCO to provide staff training through bespoke workshops supporting SEND: Autism, ADHD, Responsibilities and Reform. Specialist training i.e. tracheostomy, diabetes, epilepsy given to appropriate staff by outside specialists. • To improve access to the curriculum for all, by organising appropriate intervention where needed. This may be for Math's, English, SALT, Social and emotional interventions, mental health and motor skills. • To provide SEND support in class to those in need. • To provide a differentiated curriculum for those children with Global Delay at their developmental level. 	<p>Staff to become familiar with children's needs as they join Wellesbourne mid-year and upon entry in Nursery and Reception.</p> <p>Training to be provided for specific illnesses/ conditions where pupils require extra support</p>	<p>Administrators to ensure that relevant paper work is completed by parents and bring to the attention of staff any needs and disabilities</p> <p>SENDCO/ Inclusion manager to seek relevant training and book on individuals as needs arise.</p>	<p>Admin – Donna Wafer</p> <p>C. Willshire</p>	<p>September</p> <p>Mid-year arrivals as and when</p> <p>September yearly</p>	<p>New pupils' needs are communicated to relevant staff</p> <p>Staff are trained specifically to meet the needs of pupils to ensure that they are successfully integrated into the life of the school</p>

AIM	CURRENT GOOD PRACTICE	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 • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Ramp to Well Centre 	Continue maintenance of lift and ramp areas.	Monthly health and safety walks.	NR & PP	Termly, including monthly reports	School is accessible to any pupils who apply for a place at Wellesbourne, minimal adaptations needed if any
	To create access plans for pupils with disabilities as part of the SEND planning process	Individual plans created and shared with relevant members of staff.	Using data provided by parents and professionals ensure action plans are robust, this must be actions before any pupil with a disability starts school.	NR & CW	Upon entry to school	Children with disabilities are successfully integrated into school

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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 • Braille • Induction loops • Pictorial or symbolic representations 	Training for EYFS and Y1 staff on using Pex communications cards.	Inclusion Lead/SEND CO to source appropriate training for staff.	CW	July 2024	Relevant staff trained and confident in using Pex.
Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.	School provides handouts, timetables, textbooks and information about the school and school events in varying formats within a reasonable timeframe.	Add the option for alternative format to all materials published.	<p>To provide school information in a variety of formats school website, X, Facebook, letters home, leaflets and verbally to those parents or visitors with literacy difficulties.</p> <p>For information to be available in other languages or through interpretation in a timely manner where necessary.</p>	CW	July 2024	<p>All visitors to school able to access information easily.</p> <p>Communication improved for all.</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 governing body.

It will be approved by Carl Gilbertson and Nicola Ryan.

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
- SEND policy
- Supporting pupils with medical conditions policy