

ENDEAVOUR
LEARNING TRUST

Accessibility Plan
2026/2027

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Statement of intent

This plan outlines how Wellfield Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Local Academy Councillors
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

2. Roles and responsibilities

The headteacher will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the trust, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The school will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Local Academy Council will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Local Academy Council will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – Local Academy Council will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Local Academy Council will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	TIMESCALE, RESPONSIBILITY & SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• At Wellfield Academy we offer a broad and balanced curriculum which is constructed with SEND as a primary focus at the design phase. • Our motto (Nothing but the Best) and core values (Inclusive, Aspirational, Community Centered) ensures students are supported both academically and pastorally to extremely high levels. • Teaching staff have worked hard to explicitly identify what high quality teaching should look like in the classroom. This is linked to the four broad areas of need, as outlined in the *SEND Code of Practice*. This includes a clear focus on strategies that should be adopted to support students with disabilities • Teachers have access to student passports which detail the specific adjustments that should be made to meet the needs of students with SEND and/or medical conditions. • Curriculum resources include examples of people with disabilities. Students also focus on disability as part of their Personal Development curriculum,	**Short Term** To ensure robust assurance and development of SEND QFT by all leaders, and on a regular basis. To ensure that staff CPD is tailored to the findings of assurance activities and targeted towards those high-quality teaching strategies identified on the manifesto document. To improve the quality of personalized CEIAG education for students with disabilities To improve the quality of invigilators who are trained and aware of how to support a student Monitoring and development of students with SEND accessing extra-curricular activities/revision sessions **Medium Term** To ensure all learning spaces are supportive of students with additional needs, including disabilities. This includes the use of accessible formats of resources to support learning such as coloured paper, overlays, use of a Word Processor for extended writing, seating position in class etc. To ensure all staff are confident in their understanding of both SEND and medical	• Fortnightly middle leader assurance to take place and be discussed in timetabled SLT line management meetings. *SEND QFT* be a focus of ongoing assurance. • Department Development Reviews (DDRs) to include a focus on the implementation SEND QFT. Findings to inform the CPD calendar, ensuring staff development is tied directly to whole school priorities. • Provide regular updates and training on SEND, including those with disabilities. This should include updates for students with additional medical needs. To be undertaken in weekly briefing sessions. • Issue of medical cards to allow students to leave class to go to the toilet or access their medical equipment. • Regular review of the learning needs of students with specific disabilities such as and including Dyslexia, ASD, ADHD. • Improve quality of PSHCE planning, create one to one meeting with targeted students • Provide invigilators with detailed information relating to individual students and the support that can be provided. Provide support and advice to students in receipt of concessions on how best to utilize these.	Deputy Headteacher QofE DHT QofE/ Assistant Headteacher (SEND and Inclusion) AHT SEND and Indusion Head of Year Assistant Headteacher (C&A) SENDCo Assistant Head- Personal Development

	including a spotlight on tackling prejudice and discrimination. • Curriculum progress is tracked for all students, including those with a disability. SEND students are identified as a priority cohort within school. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all students. • We have excellent working relationships with a wide range of external providers. • Weekly Raising Attainment and Progress (RAP) meetings take place to discuss students causing concern and identify strategies to address concerns/underachievement.	needs, allowing them to confidently make adjustments, leading to students feeling part of a truly inclusive school. Review curriculum offer for current Year 9 cohort as they begin the Options process **Long Term** To ensure the curriculum offer is fully inclusive, offering a range of vocational qualifications that are both available and accessible to all students, including those who are disabled.		Assistant Head- Curriculum and Assessment

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	TIMESCALE, RESPONSIBILITY & SUCCESS CRITERIA
Improve and maintain access to the physical environment.	• Wellfield Academy comprises of numerous buildings with around 75 staff members and 578 students. • The pathways from the car parks to the principal entrance of the school are adequate and well lit. • There are designated disabled parking spaces. • The student entrance is easily located and can be accessed by double doors leading into the main building and are used by both able-bodied and students with disabilities. Access can be gained via a side entrance to the school and a tannoy system. • Classrooms on the ground floor are generally easily accessible. Classrooms on the first floor can be accessed using the stairs which all have handrails. There are, however, no lifts within the school • The dining is situated on the ground floor which is easily accessible. The main hall is located on the ground floor with easy access for wheelchair users. There are double exit doors leading out of the building. • Corridors throughout the building are of adequate width for a wheel chair user and other people to	**Short Term** To review access, handling and movement plans for individual students with diagnosed physical needs, particularly those with an EHCP. To review access from reception for any wheelchair users. **Medium/Long Term** To ensure that the new school rebuild pro-actively considers accessibility when planning for future use.	Complete termly review of school signage as part of the estates site walk to ensure that directional signage continues to fit with the changing resources in school. Ensure school maps handed to visitors, dearly identify accessible facilities such as toilets, wash rooms and hygiene rooms. Review specialist teaching classroom facilities, if the need arises, to ensure rise and fall desks are available where appropriate. Access plans to be developed where necessary with relevant professionals such as Occupational Therapy/Specialist Teacher input. Advise staff of evacuation procedures and review effectiveness following regular evacuation drills.	Site Manager Headteacher/Operations Manager Site Manager/SENDCO Operations Manager/SENDCO Operations Manager

	pass through. Floor surfaces are either carpet or vinyl. • There are disabled toilets located across the site. All have wheelchair access and disabled WC distress alarms. • A toilet for visitors is located at the main reception, this is also accessible for wheelchair users. Disabled WC distress alarms have been installed and commissioned within all accessible toilets/hygiene rooms. Each room has incorporated a ceiling mounted pull cord, local wall mounted manual reset button and over door audible visual indicator units. • There is a First Aid room located on the ground floor by the Main Office. This room is located near to the accessible toilet. This is managed by the First aider. • There is a hygiene room located on the ground floor which has been designed to accommodate a range of physiotherapeutic activities including lifting of children/adults by the use of ceiling-mounted equipment. There is space for the use and storage of mobility equipment and there is also a shower wash basin and changing facilities. • Evacuation procedures are put in place Personal Emergency Evacuation Plans (PEEP) for any			

	student or member of staff with a disability. • Removal of school bell between lessons.			
AIM	**CURRENT GOOD PRACTICE**	**OBJECTIVES**	**ACTIONS TO BE TAKEN**	**TIMESCALE, RESPONSIBILITY & SUCCESS CRITERIA**
Improve the delivery of information to people with a disability	• For students are who deaf and hard of hearing, there are flashing beacons to alert them to a fire evacuation. • Staff are made aware of all students with Hearing Impairment so, during any fire evacuation process, they are well supported during the process. • Weekly newsletter sent to all stakeholders- the Wellfield Weekly along with regular communication via Class Charts announcements • All exits and routes to exits are clearly marked with appropriate escape signs so that students, staff and visitors can easily determine their most direct route to a place of safety in the event of an emergency. Signs are located above: o final exits from the building, o changes in direction of the escape route,	**Short Term** To improve the quality of school communications through the introduction of more audio/visual communications to stakeholders. **Medium Term** To improve the quality of communication at parent/carer facing events for families with sensory and/or hidden disabilities by being more pro-active in the consideration of conditions such as autism and dyslexia. To upskill staff in communicating with those who have sensory disabilities and/or hidden disabilities at events such as Open Evening. To ensure all content on the school website is up to date and fit for purpose. **Long Term** To ensure the new school rebuild school rebuild is fully inclusive and accessible for those who have visual impairments, hearing impairments or who have sensory disabilities and/or hidden disabilities such as autism and dyslexia.	Introduction of video summaries to be sent alongside written letters to families. Ensure all information is displayed on the school website and in letters so that parents can access, i.e., hard copy letters/information to be sent to households who do not have access to a computer device. To provide targeted training, briefing messages ahead of parent facing events where sensory and/or hidden disabilities should be considered. For example, Open Evening. School rebuild planning meetings to be used effectively to ensure objectives are met when planning the new school.	SLT Leaders at all levels Headteacher Headteacher/Deputy Headteacher Headteacher/Operations Manager

	○ doors from rooms where more than one exit is provided. • An induction loop is fitted in the Main Office. • The school website includes a function to increase text size, translate and audio reading.			

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is January 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.