



ACCESSIBILITY PLAN 2025 - 2028

Welburn Hall School

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governing body is responsible for ensuring the implementation, review, and reporting on progress of the Accessibility Plan over the prescribed period.

Plan over a prescribed period

1. Welburn Hall School's Accessibility Plan has been drawn up based upon study of legislation, informed by staff knowledge of learners' needs and disabilities in conjunction with information received from placing authorities, parents and learners of the school. The Accessibility Plan will contribute and advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes and provide a projected plan for the period ahead of the next review date. This plan was updated Autumn 2024 and reflects statutory requirements for the setting of Equality Objectives and has since been reviewed.
2. We are committed to providing an environment that enables full curriculum access that values and includes all learners, staff, parents, and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 about disability by challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion developing a culture of inclusion within the school.

3. Welburn Hall School's Accessibility Plan shows how access is to be improved for disabled learners, staff, and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. In accordance with the Equalities Act 2010 the Accessibility Plan will contain relevant and timely actions to:
 - increase access to the **curriculum** for learners with a disability, expanding the curriculum as necessary to ensure that learners with a disability are as equally prepared for life as those learners without a disability. The school understands that failure to do this would be in breach of its duties under the Equalities Act 2010; as such, this covers both teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities and school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these learners in accessing the curriculum within a reasonable timeframe.
 - improve access to the **physical environment** of the school, this covers improvements to the physical environment following major building work such as improved access, lightning, acoustic treatment and colour schemes and physical aids to access education within a reasonable timeframe.
 - improve the delivery of **written information** to learners, staff, parents and visitors with disabilities; such examples might include the better use of handouts, weekly newsletters, home/school diaries, Tapestry, emails, text messages and additional information on the school website regarding information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
4. The Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information.
5. Whole school training will recognise the need to continue raising awareness for staff and the proprietor's representative on equality issues with reference to the Equality Act 2010.
6. It may not be feasible to undertake all the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the on-going period. This plan will also feed directly into the Schools Development plan (SDP).
7. The terms of reference for the proprietor will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
8. The School Prospectus will refer to this Accessibility Plan.

9. The school's complaints procedure covers the Accessibility Plan.
10. The Accessibility Plan will be published on the school website.
11. The Accessibility Plan will be monitored by the Governing Body.
12. The school will regular review its progress in developing and implementing this Accessibility Plan.
13. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

To be Reviewed March 2028

Welburn Hall School
Accessibility Plan - 2025 - 2028

1) Improving Access to the Curriculum

Target	Strategy	Outcome	Timeframe	Impact	Progress
Intensive Interactive Makaton training for all staff and other Total Communication strategies.	Series of dates and times for all staff to be taught the basics of Makaton: • effective interventions • approaches to learning • Visit to the Total Communication classes to review provision	All staff have clear understanding of effective basic level of Makaton signs. to ensure the needs of learners are addressed daily. All staff employ a variety of communication skills to meet the varied needs of our learners.	Sept 25- 26		
To ensure any reasonable adjustments, auxiliary aids and services required by new entrants e.g. handheld devices, specialist software and equipment, referrals to specialist teaching team.	Headteacher / Curriculum Managers to liaise with placing LA at learner placement meeting. Update to date CPD for using assistive technology for staff.	Auxiliary aids and services have been identified, agreed and in place (prior to learner joining school) within a reasonable period.	Headteacher consulting with LA and Curriculum Managers on completion initial of assessments.		
Physical Intervention Training	SLT and TT to deliver training to key staff / whole school training.	All staff have relevant understanding of the RPI. Individual needs are met. Children are safe when RPI is used	Delivered yearly and information sessions given to any new staff awaiting full TT training.		
Ensure staff have a thorough understanding of medical conditions presented by	Access external training specific conditions	Key staff have thorough understanding of meeting	Ongoing in response to emerging needs.		

learners to facilitate access to all areas of curriculum	Liaise closely with learners' paediatric teams	the needs of learners with specific diagnosis.	Regular refresher training / updates in managing medical conditions.		
To raise staff awareness of strategies to always ensure dignity and respect of learners	Team meeting training	All staff have a clear understanding relating to dignity and respect for all learners.	Summer term 2025		
To develop staff expertise in meeting learners' mental health needs & emotional wellbeing.	Whole staff training	Core teams are better able to identify appropriate interventions to address needs of individual.	Termly time with well-being manager		
All off site activities are planned and screened to ensure they are accessible for individual learners	Review all out-of-school provision to ensure compliance with legislation.	Off-site activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing		
Learner's learning bases are optimally organised to promote the participation and independence of all learners.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual learning bases. Use of visual timetables across the school	Lessons start on time without the need to adjust to accommodate the needs of individual learners. Learners have ready access to a range of resources to support their learning	Ongoing and reviewed in response to the needs of the learners		
Increase engagement by ensuring further	Introduction of more accredited courses	All learners follow relevant courses and	Summer term 2025		

opportunities for personalisation of student's programmes.		programmes of study that allow for challenge and support next steps.			
All classrooms consistently Autism and Dyslexia friendly and support sensory needs of all learners.	A series of planning sessions are taught across the year. Interventions are reviewed and offered early. Termly classroom walks to ensure non-negotiables are being followed. QAG group meet termly to review the NAS action plan and training is identified and delivered in a timely manner.	All classrooms consistently offer provision to support all students. Planning, assessment, and interventions reflect student's needs. Incidents of dysregulation are low. Progress towards EHCP targets and PfA can be mapped and achieved.	ASD action plan to be finalised and shared within Autumn Term and all classrooms and the site will be review in Spring 2 to ensure progress and highlight areas of difficulty. Dyslexia action plan and training delivered in 2025, and the remainder of the year will be used for staff development.		
All learner information in grab files is up to date and reviewed termly, and available to supply staff.	ATA and teachers allocated time at the end of each term to update the folders. Grab folders reviewed by SLT at the start of each term. SLT update during ATA meeting to share list of what must be included and why.	All adults can access information regarding: • Risk assessments for mobility. • PEEPS • EHCP one-page profiles [targets] • Sensory, behaviour and communication profiles and/or risk assessments	Termly with 'spot checks' by SLT on a half termly basis.		

2) Improving the Physical Environment

To increase the extent to which disabled children and those with special educational needs can benefit from both education and associated services and is given a high priority within the school. As a recently constructed building, at the planning stage priority was given to ensuring the environment would meet the needs of learners with a range of disabilities. Consequently, the following have all been installed:

- Ramping
- Signage
- Exit and entrances accessibility
- Designated parking
- Disabled toilet and shower facilities

The school has therefore been able to ensure the physical environment is accessible to all. However, the Headteacher and Site Manager adopt a dynamic approach to risk assessments aimed at continuously improving the physical environment to ensure the needs of all are addressed.

Target	Strategy	Outcome	Timeframe	Impact	Progress
Ensure lift to all floors is always fully operational.	Regular servicing maintenance is undertaken in timely manner. Learners and staff have an awareness of who can use the lifts and how.	All floors accessible to learners. Staff feel confident supporting learners when using the lift.	Ongoing Service schedule in place with Ace Elevators. Any faults reported and rectified in a timely manner.		
To make sure PEEPS are up to date and in place for the learners who need these to access all permitted areas.	The PEEPs currently reflect all learners who need them and will be updates in Sept when the house re opens.	All learners who require a PEEP have this established and reviewed with any classroom move.	Ongoing		
All staff to be trained to use EVAC chair and ski pad to exit learners in an emergency.	Moving and handling co-ordinator to lead with Damien Martin (NYC) Plans and training shared with staff.	Learners will be able to evacuate the house safely. All staff confident to use the equipment.	Summer term 2025		

Renovation project is managed, and the building work progresses within the time scale planned.	The site manager attends progress meetings to ensure SLT are fully aware of the project progress. The site manager updates SLT and Governors regularly. Staff are informed of progress, and information is shared with learners and families when appropriate. Site manager to receive training on any new installations.	Renovation project is on schedule with hand-over expected July 2025.	Ongoing		
Re-opening the house is on time and a smooth transition for all learners.	All internal areas for learners' usage to be made available for September 2025. Liaising with contractors and NYC on one area that may not be accessible for September 2025 usage and identifying sufficient classroom space to accommodate for this and ensuring NYC develop this area to meet need. Any required equipment and provision are identified, bought and installed in a timely manner. Areas are clearly marked by signs displaying colours link to accessible and prohibited.	More space for learners to access. Transition into the house is carefully managed and with as little disruption as possible for learners. Equipment and provision are in place for learners' arrival.	Ongoing		

To ensure that unsafe and recovering areas are restricted until the grounds are reestablished.	Site Manager to monitor and ensure safe segregation and constant monitoring. Signage is inclusive and easily identified for all those using the grounds.	Learners can move around the site as independently as possible. Learners are safe and aware of areas that are accessible.	Sept 2025 and updated as the ground matures.		
All areas close to open water will be made safe by protective fencing.	Areas to be controlled by adequate fencing. Signage is inclusive and easily identified for all those using the grounds. Learners are taught about water safety.	Learners can access the grounds safely and as independently as possible. Learners are aware of signage and able to move around the site using signs as guidance.	September 2025		

3) Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Impact	Progress
Ensure signs are clear and user-friendly.	Signs will be updated following a timeline linked to the re-opening of the house. Signs will be colour coded within the house with red and green. Signs will contain the Makaton sign for 'stop / danger'. Signs will be updated with the languages of any EAL learners.	Students will be well informed of all the areas they can access safely and independently. Students will be able to locate staff and provision quickly and without concern.	September 2025 Reviewed and updated with any new languages required.		
The website is current and contains easily accessible information for parents and learners.	The admin team will monitor the website. Training for all staff monitoring the website. Updates will be timely and information on the website will be reviewed each term. Links to external agencies available to learners and their families will be clearly labelled.	Families and learners will be able to access information quickly. All documents affecting learner access can be viewed easily.	Summer term 2025		
The school newsletter has a section dedicated to signposting any safeguarding and wellbeing items. For example, E Safety	Ensure parents and carers are given information related to safeguarding and wellbeing.	Parents will be well informed.	Ongoing		

Parents feel informed and have a good understanding of how the school are meeting their child's needs.	All learner documentation contained in grab-files is shared with parents. This includes: • Risk assessments • Behaviour plans • Intimate care plans The introduction of parental access to Tapestry. Ensuring login details and access to websites is set up and clear for learners and their families. Review of GDPR responsibilities with sharing information about students via an online platform.	Learners can talk about their school experiences. The learners' experiences are heard. Parents/carers feel up to date with students' progress and learning themes. Parents/carers are aware if any provision and procedures which is and may be required to support safety.	July 2025		