WELLFIELD INFANT AND NURSERY SCHOOL

Accessibility Plan

September 2026

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Wellfield Infant & Nursery School

Accessibility Plan 2026-2029

1. Vision and Values

At Wellfield Infant & Nursery School, we are committed to providing an inclusive environment where every child can thrive, regardless of disability, need or difference. We believe that all pupils should have equal opportunities to access learning, participate fully in school life and achieve their potential.

This Accessibility Plan is developed in accordance with the Equality Act 2010 and supports our commitment to:

- Increasing access to the curriculum for disabled pupils.
- Improving the physical environment of the school.
- Improving the delivery of information to pupils, parents, carers and visitors with disabilities.

The plan should be read alongside the Equality Policy, SEND Policy, SEND Information Report and Health & Safety procedures.

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2. Current Strengths

Wellfield Infant & Nursery School already demonstrates many inclusive practices, including:

- A highly inclusive ethos and culture.
- An eight-place Small Specialist Class (SSC).
- Strong transition arrangements.
- Adapted teaching and personalised support.
- Use of visual supports, assistive technology and communication aids.
- Strong partnerships with families and external agencies.
- Accessible outdoor learning opportunities and continuous provision environments.

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3. Accessibility Plan 2026-2029

Priority Area 1: Access to the Curriculum

Objective	Actions	Timescale	Responsibility	Success Criteria
Ensure all pupils can access the curriculum regardless of need or disability	Continue to develop adaptive teaching strategies through CPD	Ongoing	Headteacher, SENDCo	Staff demonstrate confidence in meeting diverse needs
Improve access to learning through technology and assistive resources	Audit and expand use of assistive technology, visual supports and communication tools	Annually	SENDCo	Appropriate resources available where needed
Ensure curriculum visits and enrichment opportunities are accessible	Risk assess visits and make reasonable adjustments for pupils with SEND or disabilities	Ongoing	Educational Visits Coordinator	All pupils participate in curriculum enrichment
Strengthen pupil voice	Develop regular pupil voice opportunities for children with SEND and disabilities	Annual review	SENDCo	Evidence of pupil views informing provision

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Priority Area 2: Physical Environment

Objective	Actions	Timescale	Responsibility	Success Criteria
Maintain an accessible site	Conduct annual accessibility audit of buildings and grounds	Annually	Headteacher & Site Manager	Audit completed and actions addressed
Improve accessibility of outdoor learning areas	Review access routes to playgrounds, Forest School and outdoor provision	By July 2027	Site Manager	Pupils can safely access outdoor learning areas
Ensure specialist equipment is available where required	Review needs of current and future pupils annually	Ongoing	SENDCo	Appropriate equipment in place
Improve signage and wayfinding	Review visibility and accessibility of signs around school	By July 2028	Site Manager	Improved navigation for visitors and pupils

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Priority Area 3: Access to Information

Objective	Actions	Timescale	Responsibility	Success Criteria
Ensure information is accessible to all families	Provide documents in alternative formats where required	Ongoing	School Office	Requests met promptly
Improve accessibility of school communications	Review website and key documents for accessibility compliance	Annual review	Headteacher & SBM	Website remains accessible and compliant
Support families with English as an Additional Language	Use translation tools and accessible communication methods where required	Ongoing	School Leaders	Families can access key information
Ensure accessibility of parent meetings and events	Make reasonable adjustments including accessible venues and communication support	Ongoing	School Leaders	All parents able to participate fully

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4. Monitoring and Review

The Headteacher and Governing Board will monitor progress against this plan annually. The plan will be reviewed:

- Annually by senior leaders and governors.
- Following any significant building developments.
- Following changes in pupil need.
- At least every three years.

Progress against the plan will be reported to governors through the SEND and Equality monitoring cycle. The SEND Governor will review the Accessibility Plan as part of their governance responsibilities. The SEND Governor role description specifically identifies review of the Accessibility Plan as evidence of effective oversight.

Success Measures by 2029

- All pupils can access a broad, balanced and ambitious curriculum.
- Reasonable adjustments are implemented promptly.
- School communications are accessible to all families.
- Physical barriers are identified and reduced.
- Pupil and parent voice demonstrate that children feel included and supported.
- Governors receive regular reports on accessibility improvements.
- The Accessibility Plan is published and reviewed regularly