

Greenfield Primary School Accessibility Plan 2026-2029

At Greenfield Primary School, our values reflect our commitment to a school where there are high expectations of all pupils and staff. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. Children are provided with high quality learning opportunities so that each child works to his/her potential. Greenfield Primary School is a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if: (a) he or she has a physical or mental impairment, and (b) an impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is published on the school website and should be read in conjunction with:

- Greenfield Primary School Admissions Policy
- Greenfield Primary School Prospectus
- Greenfield Primary School Behaviour Policy
- Greenfield Primary School Special Educational Needs Policy

Objectives

Greenfield Primary School is committed to providing an environment that enables full curriculum access and includes pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in line with the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities. We respect a parent and child's right to confidentiality. Our school Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It relates to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan

The Plan contains relevant and timely actions to:-

- increase access to the curriculum for pupils with a physical disability and/or sensory impairment, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010). This will include access to all teaching and learning activities and to the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this

covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe; ▪ improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Curriculum Access

- Obtaining data on the future pupil population to facilitate advanced planning. This includes liaison with the Local Authority and SEN team.
- Liaising with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Teachers, Teaching Assistants and Midday Supervisors are given professional development to teach and support children with physical disabilities or additional needs through school INSET or external training.
- Lessons are adapted effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored by the SLT.
- Children are taught and learn in a variety of ways using visual, auditory and kinaesthetic resources or prompts.
- All pupils are encouraged to participate in expressive and creative arts.
- IT is used creatively to give pupils with physical disabilities access to the curriculum and to communicate effectively.
- Strategies are put into place for children with visual impairments such as bold lined paper, overlays, considerations for seating and positioning in the classroom.
- Visits are a fundamental part of our curriculum. Wherever possible, all children will attend them.
- School works effectively with outside agencies including QEST, Speech and Language Therapy, The team for Visual Impairment and the Physical Disabilities and Hearing Impairment teams. We also work closely with health professionals including the school nurse, community pediatricians occupational therapists and physiotherapists.

Physical Access

- Greenfield Primary School is a new build (opened September 2019) and is accessible for those with limited mobility. There is a lift to the upper floor.
- There are disabled toilets on both floors. There are grab rails in all the disabled toilets and an emergency alarm system that links to the main office.
- Step-free access to the main entrance and school playground.
- Corridors are wide enough for wheel chair users and those who use a mobility aid.
- Pupils who are unable to exit the building independently have an individual PEEP.
- Classroom layouts are able to be adapted for individual needs.
- Symbols and large print to be used throughout school for those with visual impairments (where required).
- Communication in print, blank level questioning and a range of strategies to support individual needs are used to develop communication throughout for individual pupils with Special Educational Needs, as appropriate.

- Adapted/specialised furniture and equipment provided to meet individual needs when appropriate.
- Evac Chairs installed on both flights of stairs in case of fire.
- Disabled parking bay for staff or visitors with disabilities.
- Space for small group work and individualized work of targeted learners.
- Children's work is shown to be valued by use in displays around school.

Information Access

- Dual coded visual timetables are displayed in the same part of every classroom.
- Home/school books for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils and/or parents/carers.
- Parents/carers section on school website with access to policies and long term planning.
- Parent Mail text messaging.
- Termly class newsletters and fortnightly whole school newsletter.

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to written information.

Curriculum

Objectives	Tasks/Actions	Resources	Lead	Monitoring
To ensure that all new staff have a clear understanding of the SEND Code of Practice 2014.	Training provided by SENCo in INSET in staff meetings. SENDCo to attend termly LA Development Days and local school SEND cluster meetings. NQTs and students to be mentored.	INSET meetings SENDCo release times	SENCo	Monitoring of teaching and learning including looking at pupil's books, observations and progress data. PCR Meetings Annual Review Meetings SEND Governor visit to school. SEND Governor to attend relevant training.
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in Asthma, Epilepsy and specific conditions. Update pupils' Medical Conditions annually and ensure annual parents return is gathered.	School Nurse support Annual update of pupils' medical needs. Training as required.	Business Manager School Nurse	Business manager to monitor staff training updates/needs.

	Pupil's care plans to be updated as necessary and shared with all relevant staff.			
Pupils' access to the curriculum is increased through adaptation and in some cases through personalised curriculums.	All staff are aware of different learning styles and plan and deliver this in the classroom. Support is adapted to meet individual needs of the pupils.	SENDCo release time PPA time	SENDCo All class teachers.	Learning walks/lesson observations PCR meetings Annual Review meetings. Termly SEND Review takes place.

Physical Environment

Objectives	Tasks/Actions	Resources	Lead	Monitoring
To keep shared spaces tidy and well organised.	All staff and pupils are responsible for keeping shared spaces tidy.		All staff Site Manager	Site manager

Written Information

Objectives	Tasks/actions	Resources	Lead	Monitoring
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.		SLT Business Manager	SLT
Review documentation on new website to check accessibility for parents.	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents.		SLT Business manager	SLT

Future Considerations

It may be necessary to provide new facilities/equipment to meet pupils' individual needs as they arise.

It will be necessary to use additional classrooms in the school as the number of pupils grow.

Signed _____

(Headteacher)

Date_____

Signed _____

(Chair of Governors)

Date_____

Date of next review_____