



Greenfields Primary School

Accessibility Plan 2026–2029

Approval

Signed by Head teacher / Chair	
Date of approval	September 2025
Date of review	September 2027

1. Introduction

This Accessibility Plan has been developed in line with the Equality Act 2010 and should be read in conjunction with Greenfields Primary School's Equality Policy, Objectives and Plan 2025–26. The purpose of this plan is to ensure that Greenfields Primary School continues to improve access to education for disabled pupils, prospective pupils, staff, parents and visitors, and to fulfil its statutory duties under current equality legislation.

Greenfields Primary School is committed to the principle that all pupils are of equal value and that diversity, including disability, is a strength within the school community. We recognise that disability may be visible or hidden, permanent or temporary, and that barriers to learning and participation may arise from the physical environment, curriculum design, communication methods or attitudes. This plan therefore adopts a proactive and anticipatory approach, ensuring that accessibility is embedded into strategic planning rather than addressed only in response to individual need.

The Accessibility Plan sets out the actions the school intends to take over a three-year period to: - Increase the extent to which disabled pupils can participate fully in the curriculum. - Improve the physical environment of the school to enable better access for disabled pupils and adults. - Improve the availability and accessibility of information provided to pupils, parents and visitors who are disabled.

This plan reflects the school's inclusive ethos and supports its wider commitment to eliminating discrimination, advancing equality of opportunity and fostering good relations between those who share a protected characteristic and those who do not.

2. Legislative and Policy Framework

This Accessibility Plan is underpinned by a clear legal framework. Greenfields Primary School recognises its duties under the following legislation:

Equality Act 2010

The Equality Act 2010 brought together previous anti-discrimination legislation, including the Disability Discrimination Act 1995, into a single framework. Disability is identified as a protected characteristic under the Act. Schools are required to ensure that disabled pupils are not treated less favourably and that reasonable adjustments are made to prevent them from being placed at a substantial disadvantage compared with non-disabled peers.

The Act introduced the Public Sector Equality Duty (PSED), which requires schools to: - Eliminate unlawful discrimination, harassment and victimisation. - Advance equality of opportunity between disabled and non-disabled people. - Foster good relations between disabled and non-disabled people.

In practical terms, this means that Greenfields Primary School must anticipate the needs of disabled pupils and plan accordingly, rather than waiting for difficulties to arise.

Reasonable Adjustments Duty

Under the Equality Act 2010, schools have an ongoing duty to make reasonable adjustments for disabled pupils. This duty is anticipatory and applies to all aspects of school life, including teaching and learning, behaviour management, assessment, trips and extracurricular activities. Failure to make reasonable adjustments may constitute unlawful discrimination.

Special Educational Needs and Disability (SEND) Code of Practice

While this plan is distinct from the SEND Information Report, it aligns closely with the SEND Code of Practice (0–25 years), which emphasises inclusion, early identification of need and collaborative working with families and external professionals.

UN Convention on the Rights of Persons with Disabilities

The school also acknowledges the importance of international human rights frameworks, particularly Article 24 of the UN Convention on the Rights of Persons with Disabilities, which affirms the right to inclusive education.

This Accessibility Plan therefore represents both a statutory requirement and a moral commitment to inclusive education.

3. School Context

Greenfields Primary School is a mainstream primary school serving a diverse community. The school currently supports pupils with a wide range of needs, including physical disabilities, sensory impairments, learning difficulties, communication needs and medical conditions. The school recognises that the profile of need may change over time and that accessibility planning must remain flexible and responsive.

The school site consists of classrooms, shared learning spaces, outdoor areas and administrative facilities. While many areas are already accessible, the school acknowledges that further improvements can be made to enhance independence, dignity and participation for disabled pupils and adults.

The governing body and senior leadership team are committed to ensuring that accessibility considerations are integral to strategic decision-making, including premises development, curriculum design and staff training.

4. Aims of the Accessibility Plan

The overarching aim of this Accessibility Plan is to ensure that disabled pupils can access education at Greenfields Primary School on an equal basis with their peers. Specifically, the plan aims to:

- Remove or reduce barriers to learning and participation.
- Promote independence and inclusion for disabled pupils.
- Ensure that accessibility is considered in all school policies and practices.
- Raise awareness and understanding of disability among staff, pupils and the wider community.
- Ensure compliance with legal duties and reflect best practice in inclusive education.

5. Increasing Access to the Curriculum

5.1 Inclusive Teaching and Learning

Greenfields Primary School is committed to delivering a broad and balanced curriculum that is accessible to all pupils. Inclusive teaching practices are central to this commitment. Teachers are expected to plan lessons that take account of diverse learning needs and remove barriers through differentiation, adaptive teaching and the use of appropriate resources.

Reasonable adjustments may include: - Flexible grouping arrangements. - Adapted learning materials, including enlarged print or simplified language. - Use of assistive technology to support reading, writing or communication. - Adjustments to assessment methods to allow pupils to demonstrate learning in different ways.

These adjustments are not intended to give disabled pupils an unfair advantage but to ensure equality of opportunity, as required by law.

5.2 Staff Training and Awareness

The school recognises that staff knowledge and confidence are critical to effective inclusion. Ongoing professional development is therefore a key component of this plan. Training priorities include: - Understanding the Equality Act 2010 and the duty to make reasonable adjustments. - Awareness of different types of disability, including hidden disabilities. - Practical strategies for inclusive classroom practice. - Use of communication systems such as Makaton where appropriate.

This training supports legal compliance while also promoting a culture of empathy, respect and high expectations.

5.3 Support for Individual Needs

The school works closely with parents, carers and external agencies to identify and support individual needs. Early identification is essential to preventing disadvantage and ensuring timely intervention. Individual support plans, where required, are reviewed regularly to ensure they remain effective and proportionate.

6. Improving the Physical Environment

6.1 Access to Buildings and Facilities

Greenfields Primary School is committed to ensuring that the physical environment does not present unnecessary barriers. The school regularly audits its premises to identify areas for improvement. Consideration is given to: - Step-free access where possible. - Accessible toilet facilities. - Clear signage to support navigation. - Safe and accessible playground spaces.

Any planned building works or refurbishments will take accessibility into account from the outset, in line with the anticipatory duty under the Equality Act.

6.2 Health and Safety Considerations

Accessibility improvements are balanced with health and safety requirements. Risk assessments are undertaken to ensure that adjustments support safe participation for all pupils. This includes planning for emergency evacuation procedures that take account of mobility or sensory needs.

7. Improving Access to Information

7.1 Communication with Pupils and Parents

The school recognises that information must be accessible in order to be meaningful. Where required, information will be provided in alternative formats, such as: - Large print. - Simplified language. - Verbal explanation or visual supports.

This applies to key documents, policies and communications with parents and carers.

7.2 Digital Accessibility

The school website and digital communications are reviewed to ensure they meet accessibility standards as far as reasonably practicable. This supports parents and pupils with visual, auditory or cognitive impairments and reflects the school's commitment to inclusive communication.

8. Attitudes, Values and Disability Awareness

Greenfields Primary School recognises that attitudes can be as significant a barrier as physical or curricular obstacles. The school therefore actively promotes positive representations of disability through: - Assemblies celebrating disabled role models. - Curriculum content that reflects diversity and inclusion. - Clear expectations around respectful language and behaviour.

Addressing attitudes supports the Equality Act duty to foster good relations and helps create a culture in which disabled pupils feel valued and respected.

9. Monitoring and Evaluation

The effectiveness of this Accessibility Plan will be monitored by the senior leadership team and governing body. Monitoring activities include: - Reviewing attainment and progress data for disabled pupils. - Analysing attendance and exclusion data. - Seeking feedback from pupils, parents and staff.

This information will be used to evaluate impact and inform future planning.

10. Review and Publication

This Accessibility Plan will be reviewed every three years, or sooner if there is a significant change in the school's circumstances or pupil population. The plan will be published on the school website in line with statutory requirements, and a paper copy will be made available on request.

Greenfields Primary School Accessibility Plan



How we plan to increase the extent to which disabled children and young people can participate in the school curriculum

<u>Identified Focus area</u>	<u>Actions/who</u>	<u>Costings</u>	<u>What would success look like?</u>	<u>Date to be achieved</u>	<u>Progress review</u>
Online resourcing - Review what we buy into to ensure maximum impact on learning	Ensure we buy into relevant online resources to support staff and children access a broad and balanced curriculum	Widgit £300 Literacy Gold £800 Rising Stars Purple Mash ELS Access Art iPEP Jigsaw Bug Club	All children are able to access the curriculum and engage in meaningful learning.	March '26	
Physical resourcing	Ensure children have access to multisensory resources to support the learning styles of all	Headphones £900 Talking tins £400 Sound buttons £ Sensory resources £1500 Refreshing library £	Children are making progress in their learning due to learning styles being supported	July '26	
SEMH	EBSA referrals Soft Start Free breakfast club Parental meetings Support sought from external agencies DSPL9 support Parental Coffee Mornings/DSPL9	Forest School £4200 Quiet Club £1200 Safe Space £3000 Drawing & Training £700 Family Support Worker £5000 - £6000	Children come into school happy and ready to engage in learning	July '26	

	Parent Support Groups Forest School Chessbrook GP referrals WMHT Family Support Worker Transition Support Marsha Whole class WHMT Safe Space Drawing and Talking/Sand Play Safe Adults CathARTic CAHMs referrals Quiet classroom Calm Area Quiet Club Nurture rooms Fidget resources Mental Health Day	Fidget resources £300			
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How we plan to increase the extent to which disabled children and young people can access the physical environment

<u>Identified Focus area</u>	<u>Actions/who</u>	<u>Costings</u>	<u>What would success look like?</u>	<u>Date to be achieved</u>	<u>Progress review</u>
To move towards step free access	Caretaker/H & S Governor to review site and explore costings to work towards this; prioritise this	£ to be ascertained	Step free access around the site	July '26	
To ensure that individual physical needs of identified children are regularly	SENCo to refer to PNI Team/OT/Physio SENCo to liaise with parents/professionals/agencies where appropriate		Individual needs of identified pupils are met	Ongoing	

reviewed and assessed					
To ensure termly Health and Safety audits are carried out and any snags are addressed promptly	Caretaker and H & S governor to carry out termly site walks		Site is safe for all	Termly	

How we plan to improve the delivery of information to disabled children and young people

<u>Identified Focus area</u>	<u>Actions/who</u>	<u>Costings</u>	<u>What would success look like?</u>	<u>Date to be achieved</u>	<u>Progress review</u>
Visual information	Lesson resources are presented clearly with consideration given to background colour, font size, amount of information and visuals		All children can access learning presented to them visually	March '26	
Verbal information	All staff to be mindful of how much auditory information children can take in and ensure instruction and tasks given are clear, concise, chunked and scaffolded	Staff CPD	All children are clear on expectation for tasks and can access learning	March '26	

	Resources are provided to support children to remember verbal information eg talk tins, sound buttons				
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