Greenhill Primary School Accessibility Policy 2026-2027

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 2 The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Policy: Accessibility		
Date of Issue: September 2026	Date of Last Review: July 2026	
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Headteacher Signature: S.Stanford	DSL Signature: S.Stanford	LAB Approved: Pending

Greenhill Primary School: Our Commitment to Inclusion

Greenhill Primary School is an inclusive school, and our values reflect our commitment to high expectations for everyone. We treat all pupils fairly and with respect, providing access and opportunities without discrimination of any kind. Everyone in our school is important and included.

Aims

- We promote an ethos of care and trust, where every member of our school community feels they truly belong and are valued.
- We work hard to ensure that there are no invisible children, recognising each child's uniqueness and celebrating their successes.
- We value learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, dedicated to improving children's confidence and self-esteem.
- We know that safe and happy children achieve.

Legislation and Guidance

This Accessibility Plan has been prepared in compliance with current legislation, specifically Schedule 10 of the Equality Act 2010, relating to disability. The 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 previous equality legislation, including the Disability Discrimination Act, but maintains the same core principle: schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief, or sexual orientation.

Under the Equality Act 2010, a person is considered to have a disability if:
(a) they have a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This Accessibility Plan is designed to complement and support the school's Equality Objectives and will be published on the school website. We acknowledge that the Local Authority will monitor the school's activity under the Equality Act 2010, particularly Schedule 10, and provide guidance on compliance with this duty.

This document meets the requirements of Schedule 10 of the Equality Act 2010 and follows Department for Education (DfE) guidance on accessibility for schools.

Definition of Special Educational Needs

In this policy, special educational needs (SEN) refers to a learning difficulty that requires special educational provision. According to the Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014), children have a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability that prevents or hinders them from making use of facilities generally provided for children of the same age in mainstream schools or post-16 institutions; and
- Are under compulsory school age and are likely to meet either of the definitions above when they reach compulsory school age, or would do so if special educational provision were not made for them.

Children must not be considered to have a learning difficulty solely because the language or form of language spoken at home differs from the language of instruction at school.

For the purposes of the Equality Act 2010, 'long-term' means that the effect has lasted or is likely to last for at least 12 months, and 'substantial' means more than minor or trivial. The definition also includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions, including asthma, diabetes, epilepsy, and cancer.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with SEND. The Equality Policy and Objectives explains how we ensure equal opportunities for all pupils, improve access to the curriculum, provide physical access to the school, and make information accessible to students with SEND.

Disability and Special Educational Needs

The school recognises that disability and special educational needs (SEN) are not interchangeable terms. A disabled pupil may or may not have SEN, and a pupil with SEN may or may not meet the Equality Act definition of disability. This Accessibility Plan relates specifically to the school's duties towards disabled pupils under the Equality Act 2010, while recognising that some pupils will also have identified SEND.

This Accessibility Plan outlines how the school will meet its duties in relation to accessibility for disabled pupils. Schools are required to make reasonable adjustments under the Equality Act 2010 to reduce any substantial disadvantage that disabled pupils face compared with non-disabled pupils. This plan demonstrates how access will be improved for disabled pupils, staff, and visitors, within a given timeframe, and anticipates the need to make adjustments wherever practicable.

The Accessibility Plan includes timely actions to:

Access to the curriculum: Ensure pupils with physical disabilities and/or sensory impairments can fully participate in all aspects of teaching, learning, and the wider curriculum, including after-school clubs, leisure and cultural activities, and school visits. This includes the provision of specialist or auxiliary aids and equipment as needed.

Access to the physical environment: Improve the school's physical environment and facilities, including the provision of physical aids, to support disabled pupils' full access to education.

Access to information: Improve the delivery of written information to pupils, staff, parents, and visitors with disabilities, including handouts, timetables, textbooks, and information about school events, in various accessible formats within a reasonable timeframe.

This Accessibility Plan should be read alongside the following school policies and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

Access to and participation within the curriculum					
Target/Issue	**Lead**	**Strategy/Action**	**Resources**	**Timescale**	**Success Criteria**
Continue effective communication and engagement of parents	Head of School SENDco	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with EHCPs. Targeted coffee mornings for parents/carers of disabled pupils, including those with SEND, to gather views, identify barriers to access and participation, and inform reasonable adjustments.	EHCPs Rooms for meetings Diary dates	2026-2027	Parent/carer voice informs accessibility planning and reasonable adjustments, with identified barriers addressed wherever practicable.
Continuing effective communications with nurseries and schools to provide a quality	EYFS Phase Leader SENDCo	To identify pupils who may need additional to or different provision for September and mid-year intake. SENDCo to attend Trust SEND Communities and build relations with other local SENDCOs.	Teacher/SENDCo time	2026-2027	Transition for children from nurseries and other schools is smooth and informative with adequate and

transition.					appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SENDco	Audit staff strengths and gaps in SEND/disability knowledge. Targeted internal and external training, including Autism, SALT, Millwood, EP and OT support. Staff training and coaching on adaptive teaching, reasonable adjustments and inclusive FA1 practice. Embed consistent use of APDR, pupil passports and PIVATS. SENDCo to provide targeted support and coaching for teachers and TAs. Monitor impact through learning walks, pupil progress meetings and work scrutiny.	Staff meeting TA training SENDCo/Teachers time External agency training	2026-2027	Staff confidently identify and remove barriers to learning through appropriate adaptive teaching, reasonable adjustments and inclusive practice. Monitoring shows consistent implementation across school.
Use appropriate assessment tools and activities for children working pre-key stage	Head of School SENDCo	Ensure staff are familiar with adaptations of the curriculum and assessment of their child. Continue to communicate this highly effectively throughout the year. Continue to work with Millwood for specialist provision training and advice. Additional training on use of PIVATS for new staff.	SENDCo/Teachers time External agency support	2026-2027	Children working pre-key stage will have consistent approaches for assessment
To ensure that the medical needs of all pupils are met fully within the capability of the school	Head of School SENDco	Liaise with parents/carers and relevant external agencies to identify and meet individual medical needs. Ensure appropriate Individual Healthcare Plans (IHPs) are in place and reviewed. Implement the requirements of the 2026 statutory Allergy Safety guidance, including a whole-school Allergy Safety Policy, staff training and appropriate emergency arrangements. Identify and provide relevant staff training to ensure pupils with medical needs can access all aspects of school life safely.	Staff meeting TA training	2026-2027	Medical needs are identified and appropriately supported. IHPs and allergy arrangements are current and understood by relevant staff. All pupils are able to access the curriculum and wider school life safely.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDco	Ipads available to support children with difficulties Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or	Audit of equipment and needs Staff training Cost of resources	2026-2027	Disabled pupils, including those with SEND where applicable, have access to appropriate

		dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols , wobble cushions etc Ear defenders			auxiliary aids, specialist equipment and resources to remove or reduce barriers to learning and participation.
Ensure targeted interventions are timely, well chosen and have a demonstrable impact on pupils' progress and access to the curriculum.	Head of school SENDco	Prioritise Keep Up, Not Catch Up, with same-day/next-day support linked closely to classroom learning. Use assessment, APDR and PIVATS to identify pupils requiring additional targeted intervention. Strategically plan interventions based on identified barriers and individual need. Review intervention provision and impact half-termly through SEND pupil progress meetings. Adapt, cease or change interventions where evidence shows insufficient impact. Monitor through learning walks, intervention checks, pupil voice and work scrutiny.	SENDCo/teacher/TA time; appropriate intervention resources and specialist advice where required.	2026-2027	Interventions are timely, targeted and closely matched to identified need. Monitoring demonstrates that pupils make progress from their individual starting points and that interventions reduce barriers to learning and increase independence.
All children are visible in the curriculum and resources	Head of School SENDco Curriculum Leaders	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	Curriculum resources as needed	2026-2027	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.
Embedd new P.E. curriculum and ensure access for all	Head of School Curriculum lead	Where necessary seek advice from disabled sports specialists Take part in inclusive competitions to allow pupils with additional needs more access to wider sporting opportunities		2026-2027	All have opportunity to excel in sport

Access to the physical environment					
Target/Issue	**Lead**	**Strategy/Action**	**Resources**	**Timescale**	**Success Criteria**
Evaluate day and residential	Head of School SENDco Class teachers	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent.	Risk Assessments Time for pre-visit if required	2026-2027	Disabled pupils, including those with SEND where applicable, are

trips in light of cohort		Pre-visits undertaken where required to identify and address accessibility barriers for disabled pupils or pupils with additional needs.			able to access educational visits through appropriate reasonable adjustments.
Ensure all children feel fully safe and involved at playtimes	Phase leaders	Establish clear, consistent playtime routines and expectations. Provide structured activities and support where needed to enable all pupils to participate. Identify pupils who may be isolated, dysregulated or experiencing barriers to successful play. Phase Leaders/SENDCo to review repeated concerns and agree appropriate support or reasonable adjustments. Use pupil voice to monitor pupils' sense of safety, belonging and inclusion.	Playground resources / staff support as required.	2026-2027	Pupils report feeling safe and included at playtimes. Pupils requiring additional support are identified quickly and appropriate adjustments enable successful participation.
Maintain a safe, accessible and inclusive physical environment for all pupils, staff and visitors.	Head of School School Premises Lead	Complete regular premises walks, considering both safety and accessibility. Ensure routes, entrances, exits and shared areas remain clear and accessible. Identify any emerging physical or sensory barriers and make reasonable adjustments where required. Consider the accessibility needs of current pupils when planning changes to the environment.	Premise meeting minutes Premises walk	2026-2027	The school environment remains safe and accessible, with barriers identified promptly and reasonable adjustments made where required.
Ensure disabled pupils can access after-school clubs and extended provision, with reasonable adjustments made where required to enable participation.	KS2 lead	Monitor the participation of disabled pupils, including pupils with SEND where applicable, in clubs and extended provision and identify any barriers to participation	Registers of clubs and extended day - risk assessments	2026-2027	Disabled pupils are able to participate successfully and happily in after-school clubs and extended provision, with appropriate reasonable adjustments and support where required

Access and delivery of written information

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review essential communication with parents/carers to ensure it is accessible for all	Head of School Office staff	Use clear, concise and jargon-free communication. Provide information in alternative formats where required, including translated, enlarged or adapted formats. Support parents/carers to access information and complete forms where needed. Seek pupil and parent/carer views about communication needs and make reasonable adjustments accordingly.	Office/SENDCo support; translation or alternative formats as required.	2026-2027	Pupils and parents/carers can access school information in an appropriate format, with identified barriers addressed promptly.
Ensure written and visual information is accessible for pupils with visual impairments.	SENDco	dentify individual accessibility needs and required reasonable adjustments. Ensure documents and learning resources are provided in appropriate formats. Seek specialist advice from the Visual Impairment Service/LA where required. Review arrangements as pupils' needs change.	Specialist advice / adapted resources as required	2026-2027	Pupils with visual impairments can access information and learning resources in an appropriate format, with adjustments made promptly where required.
The school is aware ofthe access needs of disabled children, staff, Governors and visitors	Head of School SENDco	Create access plans identifying where improvements are required Consider access requirements during recruitment process	Access plans will determine and schedule any work required	2026-2027	Parents are able to access all activities Access issues do not influence recruitment and retention
Layout of school to be given due consideration when placing children	Head Teacher SENDCo Facilities Manager	Where necessary, accommodation made to ensure children have full access to the curriculum	To be completed asand when necessary	2026-2027	Children are not disadvantaged as the result of a disability
Ensure safe evacuation of all pupils, staff and visitors, including those	Head of School SENDCo	Identify pupils, staff or regular visitors who may require support to evacuate. Put in place and regularly review Personal Emergency Evacuation Plans (PEEPs) where required. Ensure	As required	2026-2027	Individual evacuation needs are identified and appropriate

requiring additional support	Facilities manager Facilities	relevant staff understand arrangements.			plans are in place, understood and reviewed.
Ensure pupils with hearing impairments can fully access learning and school life.	Head Teacher SENDCo	Identify individual hearing and communication needs. Ensure appropriate equipment and reasonable adjustments are in place and used consistently. Seek advice from the Hearing Impairment Service where required. Review equipment and adjustments as needs change.	As required	2026-2027	Pupils with hearing impairments have the equipment and adjustments they need to access learning and participate fully in school life.

Greenhill
PRIMARY SCHOOL
Working together