

Greenvale Primary School



ACCESSIBILITY POLICY

Policy Date	September 2025
Signed by Headteacher	Mrs A Allnutt
Review Date	September 2028

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Greenvale Primary School, equality and inclusion are central to everything we do. We believe that every child has the right to feel safe, valued and able to participate fully in all aspects of school life. Our principles and values reflect our commitment to providing an environment where all pupils can thrive socially, emotionally and academically, regardless of background, need or circumstance.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We will continue the advice of Local Authority services and outside agencies such as specialist teacher advisers and SEN consultants and appropriate health professionals to develop and implement our plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Greenvale Primary School Accessibility Action Plan 2025 – 2028

Target	Strategies	Success Criteria	Lead Person	Timescale
1. Improving Physical Access Ensure all disabled pupils, staff and visitors can safely and independently access the school site and facilities.	<ul style="list-style-type: none"> Ensure the school staff and governors are aware of access issues ('access' meaning 'access to' and access from') Conduct daily health and safety checks of the school site with a focus on accessibility. Maintain clear, well-lit, obstruction-free walkways. Install and maintain high-visibility markings on steps, edges and hazards. Ensure accessible parking bays are clearly marked and enforced. Maintain accessible toilets and changing facilities, ensuring they are fully equipped and clutter-free. Ensure external play areas are regularly inspected for safety and accessibility. Review and update PEEPs (Personal Emergency Evacuation Plans) for all relevant pupils and staff. Complete termly evacuation drills including disabled pupils. Ensure fire exits remain fully accessible at all times. 	<ul style="list-style-type: none"> All pupils and staff with physical disabilities can move safely and independently around the school. Accessible parking is consistently available and used appropriately. Toilets and changing areas are fully functional at all times. All pupils with mobility needs have current PEEPs in place and rehearsed. Play areas are safe, inclusive and accessible for all pupils. 	Headteacher DeputyHead Inclusion Manager/SENDCo Caretaker Governors	Daily monitoring, termly formal review, annual governor reporting
2. Improving Access to the Curriculum	<ul style="list-style-type: none"> Review SEND provision termly to ensure appropriate support is in place. 	<ul style="list-style-type: none"> All pupils can participate in lessons and school trips. 	Headteacher	Ongoing, reviewed termly and annually

Ensure all pupils, including those with SEND, have equal access to a broad and balanced curriculum.	<ul style="list-style-type: none"> Adapt lessons through: Differentiation Adapted equipment and resources Targeted interventions Monitor access through SENDCo observations and pupil progress meetings. Ensure educational visits and trips are risk-assessed for accessibility. Provide reasonable adjustments for assessments and learning activities. Review and adapt PE curriculum to include adapted sports. Ensure staff receive regular training on inclusive teaching strategies. 	<ul style="list-style-type: none"> Pupils with SEND show measurable progress in learning. PE provision is accessible for all pupils, including those with physical disabilities. Parents report confidence in their child's access to learning. 	DeputyHead Inclusion Manager/SENDCo Class Teachers Governors	
3. Improving Access to Information Ensure information is accessible to all pupils, parents and staff, including those with visual, hearing or communication needs.	<ul style="list-style-type: none"> Provide information in alternative formats when required (large print, audio, visual aids). Use clear signage and symbols across the school. Ensure school website meets accessibility standards. Offer translated materials when required. Provide staff with training on accessible communication strategies. 	<ul style="list-style-type: none"> Parents and pupils can access school information independently. Pupils with additional needs can fully understand communication. Website meets accessibility compliance. 	Headteacher Office Staff, Inclusion Manager/SENDCo Governors	Ongoing with annual audits
4. Training and Awareness To ensure all staff are confident and competent	<ul style="list-style-type: none"> Deliver annual disability awareness training for all staff. Provide medical and SEND-specific training as required. 	<ul style="list-style-type: none"> All staff demonstrate confidence in supporting disabled pupils. Staff understand legal duties under the Equality Act 2010. 	Headteacher Inclusion Manager/SENDCo	Annually with rolling updates as needed

in supporting pupils with disabilities.	<ul style="list-style-type: none"> • Ensure new staff receive induction training on accessibility and inclusion. • Deliver governor training on Equality and SEND duties. 	<ul style="list-style-type: none"> • Positive feedback from parents and pupils. 	Governors	
5. Lunchtime and Social Access Ensure all pupils can safely and fairly access lunchtime and social activities.	<ul style="list-style-type: none"> • Monitor queue times and seating access. • Provide support staff where required. • Allow adjusted timetables for pupils who need longer. • Ensure outdoor play areas are fully inclusive. 	<ul style="list-style-type: none"> • All pupils can access lunch independently or with appropriate support. • Pupils with SEND feel included in social activities. • No pupils miss lunch due to accessibility barriers. 	Deputy Head Inclusion Manager Midday Supervisors	Daily monitoring, half-termly review

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Inclusion Manager/SENDCo.

It will be approved by the Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equality information and objectives (public sector equality duty) statement for publication
- Health and safety policy
- Risk assessment policy
- SEND policy
- Special educational needs (SEN) Information Report
- Supporting pupils with medical conditions policy