



Greenside Primary School

Accessibility Policy & Plan

Last reviewed: 20th January 2026

To be reviewed: January 2027

Written by: SLT

Ratified by the Governors on: 29th January 2026

School Accessibility Plan – Greenside Primary School.

3-year period covered by the plan: January 2026 – January 2029

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

At Greenside Primary School we aim to provide an environment where every child has the confidence to strive for the highest possible standards of personal and academic achievement. Our commitment to an inclusive environment for staff, pupils, parents and carers, governors and others involved in the school community is at the heart of our vision and values.

Greenside has high aims for all pupils, of all abilities, to participate in every aspect of school life, and to achieve their full potential.

In order to achieve this we are committed to identifying and removing barriers to learning to ensure that: Disabled pupils are not treated less favourably.

Adjustments are made to lessen any disadvantages.

Access to education for disabled pupils is monitored and developed.

Refer to DDA Act 1995.

Definition:

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This includes:

A visually or hearing impaired person.

A person with a physical disability

A person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, a mental health condition, cancer and any other on-going condition such as colitis.

A person with an autistic spectrum disorder

A person with Down's syndrome

A person with dyspraxia and or ADHD

A person with dyslexia

This list is not exhaustive but is the main examples as given in the guidance 'Promoting Disability Equality in Schools', page 26, (DES 2006).

We understand that the definition of disability under the Disability and Discrimination Act is different from the eligibility criteria for special educational needs. This means that disabled pupils may or may not have special educational needs.

The school is committed to inclusion, the removal of barriers to learning and increasing access for disabled pupils in order to improve outcomes. This is driven by the National Curriculum Inclusion Statement which states that it is schools' responsibility to:

'Provide a curriculum that meets the specific needs of individuals and groups of pupils.'

Therefore the school follows the following principles:

Setting suitable learning challenges

Responding to pupils' diverse learning needs

1B: Information from pupil data and school audit

Greenside is currently a one and a half (45) form entry school with 304 children on role. The school had been approached to expand to a two form entry school in 2018 however LCC withdrew the proposal leaving the school with a bulge cohort in the current Year 1. The PAN has been subsequently reduced to 45 in reception.

Pupils are grouped in mixed ability classes. In EYFS and KS1 there are 4 classes: 1 Reception classes, 1 Year 1 classes and 2 Year 2 classes. In KS2 there are 6 classes: Year 3, Year 3/4, Year 4, Year 5, Year 5/6 and Year 6. There are currently 64 children on our SEND Register.

1C: Views of those consulted during the development of the plan

Staff

Governors

Parents and carers

Pupils

2. The main priorities in the school's plan**2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

Pupils with a statement of special educational needs have a highly personalised and differentiated curriculum supported by appropriate resources and support from a trained adult. Packages include SALT,

OT, and social skills. Resources are updated with the needs of the pupils in mind, such as wobble cushions, SALT materials and literacy and numeracy schemes to support multisensory learning. Our School Improvements plan identifies SEN as a priority, however, the improved outcomes for children underpins all priorities to overcome barriers and our commitment to equal opportunities and access for all. All staff have been recently trained on meeting the needs of pupils with specific learning difficulties (Dyslexia).

All pupils' progress is monitored termly, through Data, B Squared, Pupil Profiles, Intervention Timetables and Pupil Progress Meetings between the Senior Leadership and class teacher. Tracking systems are used for all pupils regardless of ability, and high expectations are maintained for all.

Provision maps are updated termly to show support given for individual pupils in their year groups.

Ongoing Developments

- Disability equality issues to be incorporated into the planning and learning in Citizenship, PSHE and RE. Resources have recently been purchased to support this, but more will be needed.
- Staff working with children with disabilities receive appropriate training and support to enhance children's access to the curriculum, develop their independence and promote social inclusion.
- Training for all staff on resources available to support pupils, with specific training for teaching assistants to carry out programmes to support literacy and numeracy.
- To improve access for pupils with co-ordination difficulties such as dyspraxia, through seeking advice from Occupational therapists and other specialist support.
- Continued improvements in provision mapping, including improved monitoring of interventions and their impact on outcomes for pupils.
- High expectations for all pupils with use of appropriate methods of monitoring progress.
- Provision maps reflect appropriate deployment of learning support.
- Data is used effectively and staff with specialisms are shared across the school.
- Subject co-ordinators to include provision for pupils and staff with disabilities in their school development plans.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

a) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

In view of the fact that this is a Victorian School there are many issues to address to add to those areas which have already been put in place, such as ramps, access toilet facilities, lift and evacuation chairs etc. The Management and Governors of the school will take appropriate advice when planning any alterations to the building to ensure that these issues are addressed.

The Governors will also seek to have allocated disabled parking space within the school locality.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

At Greenside we are committed to ensuring improvements in disabled pupils accessing information that is provided in writing for pupils who are not disabled through identification of barriers for the child and the school.

- Visual timetables are provided for classes and individuals.
- Worksheets are provided with coloured paper and/or coloured acetate cover for dyslexic pupils where needed. This would also be available for tests.
- Staff working with pupils with disabilities are trained and/or aware of adjustments that may need making:, such as simplifying language, use of whiteboards for planning and breaking down information, pre –teaching of vocabulary

Future developments

When reviewing SEND policy take account of developments which may improve access to the curriculum for pupils with learning difficulties.

When school is developing its assessment, marking and teacher feedback policies take into account pupils with disabilities/learning difficulties.

Have systems in place to make available information relating to the following as necessary. (This will also include use of IT resources.

- Homework
- Timetables
- Worksheets
- Teacher feedback and marking of work.
- Notices
- Tests

This may include:

- Recording information for pupils with learning difficulties or hearing impairments.
- Enlarged print for visually impaired pupils, and other stakeholders.
- Simplified language.
- Using picture/symbol language.
- Identifying the appropriate format to use when presenting information in conjunction with pupils and parents.
- School will continue to explore and develop different formats as a matter of course.
- Improving assemblies and presentations.

3: Making it happen

The school will evaluate the effectiveness of this policy in relation to the following key criteria:

- Does the school improvement plan respond to the needs of the pupils with disabilities?
- Does the school have a clear measurable picture of the disability profile of the school community?
- Do revise policy documents take into account the needs of pupils with a disability?
- All stakeholders have an increased awareness of the needs of disabled pupils in the school and wider community. Are staff using resources which promote disability and undertaking risk assessments with full regard to the requirements of the DDA and DES, with reasonable adjustments being taken to facilitate access for disabled pupils?

The school will evaluate the effectiveness of this policy by careful monitoring of its action plan set out below.

3A: Management, coordination and implementation

Lead Responsibilities

Head Teacher: Mrs Sarah Fuller

Co-Deputy Head Teacher: Dale Lockwood

Co-Deputy Head Teacher: Mrs Emily Hair

SENCO/Inclusion Manager: Mrs Emily Hair

SEN Governor: Mr Chris Barr

3B: Getting hold of the school's plan

The governors will report on the school's Accessibility Plan and Disability Equality Scheme

The plan will be *available on the school website* and form part of both staff and parent induction.

Accessibility Plan

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. 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) The 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 listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The current plan will be appended to this document.

This plan shows how Greenside Primary School intends, over time, to increase the accessibility for disabled pupils, staff, parents/carers and visitors. An Accessibility Plan will be drawn up to cover a three year period. The accessibility audit will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the School, adding specialist facilities as necessary. This covers making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are other pupils. This covers teaching and learning and 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 auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.

Improving access to the physical environment of school

Target	Action	Timescale	Responsibility	Success Criteria
To ensure safety of pupils with SEMH and avoid absconding from the school building	All external doors to have a fob lock on	Autumn 2025 This is now in place on all external doors	Head/Business Manager /SENCO	Pupil are safe within the school environment and cannot abscond through external doors.
Disabled bay signage/markings	Ensure only parents/carers of pupils with the Blue disabled badge are using the	Ongoing	Site team/Head	Accessible parking outside of school gates for disabled staff & visitors

	drop off outside of school,			
Ensure that all SEND children with medical needs can be safely evacuated	Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils, where and when necessary and train in the use of evacuation aids	As and when necessary	Head/Staff/SENCO	All SEND children with medical needs and staff working with them are safe and confident in the event of a fire and all staff that may require training on the evacuation aids are trained
Ensure all fire escape routes are suitable for all and free from obstruction at all times	Review means of escape for disabled pupils/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times	On going	Site team/Head/Staff	All fire escapes kept clear and pupils have safe exit at all times
Ks1 Playground to the entrance to be smooth and slip resistant	Tarmac to smooth curb	ongoing	Site team/Head	Playground is smooth and slip resistant
Provision/upgrades of disabled toilets	Disabled toilets of the school accessible for adults and pupils, keep under review and continue to audit disabled toilets as necessary]	As necessary	SENCO/Site team Early Years team/site team	Pupils and adults have access to a disabled toilet with reasonable adjustments to meet their needs Access to changing mat for children with intimate care needs in school
To have well lit access to school	Lighting to be placed along the path in front of school	In place	Head/site team	Pupils and adults will have a well lit path into school from the all playgrounds
To have lift access to the yr5/6 classrooms	Arrange service of lift	Completed and serviced regularly	Head/site team	Pupils and staff will have access to the year 5/6 classrooms
Any future plans for further development of the	Work with surveyors when	As necessary	Head/Site team	Where it can be reasonably achieved, the

building take Equality Act issues in to account	planning modernisations.			school building continues to be accessible for all
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