



Greenfield Primary School

Accessibility Policy

September 2024

1. Title of policy	Accessibility Policy
2. Date adopted by Governors	10/10/2024
3. Name of Chair of Governors	Emma Kilbride
4. Name of Head teacher	Sam Darby
5. Person or team responsible for the document	Sam Darby
6. Planned date for review.	10/10/2026

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

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.

We are a friendly school, our inclusive character values the excellent relationships between the school, parents and the community in which each child is treated as an individual and is valued. We encourage the children to work together valuing the relationships they make as lifelong learners. Pupils achievements are celebrated in a pupil centered teaching and learning environment and excellent achievement at school gives them the ability to make the most of their opportunities when they leave our school.

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. This includes but is not exclusive to Dudley Council, The Educational Psychology Team, SEN, Speech & Language Service, Dudley's Physical and Medical Inclusion Service (PIMIS) and Autism Outreach.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for pupils if required.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability with targets set appropriate for pupils with additional needs.</p> <p>Specific staff training in the use of medical aids where necessary.</p> <p>Actively seek the support and advice of all relevant services & agencies to ensure the curriculum is accessible.</p>	<p>To ensure that the curriculum continues to meet the needs of all pupils.</p> <p>To ensure that the curriculum continues to meet the needs of all pupils</p> <p>To ensure that the progress made is in line with age related expectations.</p> <p>To facilitate the ongoing attendance of pupils with a medical need so that their learning is not impaired</p> <p>To ensure that the curriculum continues to meet the needs of all pupils</p>	<p>Ensure the effectiveness of the curriculum to ensure access for all learners.</p> <p>Resources to be sourced as required – Purchase of Dyslexia friendly books</p> <p>Annual reviews of children with EHCPs. Regular monitoring of progress and additional needs by outside agencies.</p> <p>Training to be kept up to date and in line with children’s additional needs.</p> <p>Seek agency support as required. Regular monitoring of pupils’ progress and communication with outside agencies</p>	<p>Subject Leaders</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo</p>	<p>Ongoing</p> <p>Ongoing as required</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

<p>Improve and maintain access to the physical environment</p>	<p>The school site is adapted to meet the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Good room sizes to allow for wheelchair access if required. • Changing entrance access if required • Disabled parking bays • Disabled toilets and changing facilities • Library/ class shelves at wheelchair-accessible height • Signage • Pedestrian footpath to reduce pedestrian traffic flow – resulting in a calmer influx • A low stimulation/calm room available for some pupils with SEND 		<p>Continue to monitor access and improve as and when required.</p> <p>To ensure that any future works are mindful of the impact upon mobility around the school site.</p>	<p>HT & SBM</p>	<p>Ongoing</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>Ensure that visual timetables are</p>	<p>Improve access to all communications</p> <p>Maintain levels of external communications using Class Dojo.</p> <p>Improve communication</p>	<p>To be monitored by Governors during learning walks</p>	<p>Office Staff</p> <p>Governors & HT</p>	<p>Ongoing</p> <p>Ongoing</p>	

	available and used in every classroom					
	Ensure that presentation of signage links with Colourful Semantics where possible	Reduces student's cognitive load when reading signs		SENCo and HT	Ongoing	

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if there are any significant changes.

Date of next review: September 2027

It will be approved by the Staffing and Finance Committee.

Links with other policies

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

- Curriculum policy
- Health and safety policy
- Equality & Diversity policy
- Special educational needs policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Classroom Access	Classrooms are spacious to allow for easy unhindered access	Ensure this does not become cluttered, allowing for clear access at all times	All staff	Ongoing
Classroom Access	All classrooms have an external and internal door	Ensure that all exits are kept clear of clutter, allowing for clear access at all times	All staff	Ongoing
Parking bays	Disabled Bay is clearly marked and is as close to the building as possible	Ensure that this is only used by adult/pupils requiring it	Admin Staff	Ongoing
Entrances	Automatic Controlled Front doors with enclosed lobby	Ensure this does not become cluttered allowing for clear access at all times	Admin Staff	Ongoing
Ramps	The school has external access ramps to the emergency fire escape routes	Ensure that these remain clear and well maintained at all times	Site Manager	Ongoing
Toilets	Dedicated disabled toilet on site all with support bars and alarms	Ensure these are maintained in good working order	Site Manager SBM	Ongoing
Intimate Care	Private Care Room with disabled toilet with support bars, alarm and changing table	Ensure these are maintained in good working order	Site Manager SBM	Ongoing
Reception area	Wide area with low hatch for access by wheelchair users	None Required	Admin Staff	N/A
Internal signage	Pictogram signs in place when possible, backing of signage to link with Colourful Semantic scheme	When signage is updated, member of staff carrying out update to check against CS scheme	SBM	Ongoing
Emergency escape routes	Fire evacuation plan in place including sounders Fluorescent pictogram signs in use	Regular service and testing of the fire alarm systems to ensure that all service users are familiar with procedures and exit routes	Head teacher Site Manager SBM	Ongoing

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	The school corridors are wide to allow for easy access via a wheelchair if needed	Maintain and ensure that areas are kept tidy with no tripping hazards	All staff	Ongoing
Upstairs Classrooms	Evac Chair located in the upstairs ICT suite	Regular service of the evac chair	Site Manager SBM	Ongoing
Emergency evacuation	Personal Emergency Evacuation Plans (PEEPs) are in place for identified pupils	Review as required	SENCO	Ongoing
Educational Visits, Clubs and Learning Experiences	All lessons, education visits, learning experiences and after school clubs are accessible to all pupils irrespective of attainment or impairment.	Additional staffing as appropriate.	All Staff	Ongoing
Specialist Support	SENCO works with school staff and specialist services to identify and eliminate barriers to learning and participation. Liaison with specialist services to ensure appropriate support is provided for identified pupils and reasonable adjustments are made.	None required	SENCO All Staff	Ongoing
Access to teaching and learning resources	Classroom whiteboards have been replaced with interactive LED screens to improve visibility of teaching materials/resources and they are dyslexia friendly.	None required	n/a	n/a
Adapted/adjusted curriculum	SENCO works with school staff to ensure individual learning plans (ILPs) are in place for pupils with disabilities to detail and enable appropriate adaptations to the curriculum.	Purchase of an online provision mapping tool to effectively create and monitor plans. Update records as required	SENCO All staff	ongoing
PE/Playground Equipment	Purchase of PE/Playground equipment to improve balance and core strength	Update PE/Play equipment as necessary	PE Co-ordinator SBM	ongoing

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