



Accessibility Policy and Plan

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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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. Greatstone Primary School is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO and Headteacher and approved by the governing board.

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”.

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.

Accessibility Plan 2026 – 2029

Aim 1: Increasing the extent to which pupils with a disability can access the curriculum.

Current Good Practice:

Our school uses adaptive strategies to ensure all pupils can access the year group curriculum. Where appropriate, the curriculum is differentiated to meet the individual needs of each pupil. We have access to a wide range of resources tailored to support children requiring additional help to engage fully with the curriculum. Our curriculum promotes diversity and addresses protected characteristics, ensuring that all pupils develop a secure understanding of disabilities and how to support their peers effectively. Robust assessment systems are in place to track the progress of all pupils, including those with disabilities. The curriculum is regularly reviewed to ensure it continues to meet the needs of every child. We offer a tiered approach to learning—universal, targeted, and personalised—ensuring that all pupils’ needs are met. Targets are set thoughtfully, and provisions and interventions are implemented accordingly to support individual progress. The school utilises the ‘Graduated Approach,’ effectively applying the assess, plan, do, and review cycle to address the needs of all pupils.

	Objectives:	Actions to be taken:	Timescale	Who	Success Criteria
Short Term	<p>Data collection – to have a clear overview of the special educational needs and/or disabilities of all stakeholders, so that known needs can be responded to appropriately, enabling full accessibility to all areas of the physical building as well as the curriculum.</p> <p>Awareness of additional needs for staff and parents – relevant staff members to provide additional support where appropriate and reasonable.</p>	<p>Collect and store data for all children and staff electronically. This information should be gathered at the point of transition into the school and reviewed annually</p> <p>Ensure timely identification and response to stakeholders’ needs with appropriate and reasonable adjustments made. Seek specialist advice and training where necessary.</p>	Annually	SENCO/ Admissions Administrator	<p>Clear identification of needs is recorded and documented; this information will be shared within the Equality Policy.</p> <p>Stakeholders’ needs are met promptly with suitable adjustments in place. Specialist advice and training are sought and implemented when appropriate.</p>

Medium Term	<p>Transition – To ensure that all stakeholders have a successful transition including; year group to year group, nursery to primary and primary to secondary, as well as change of placement e.g. mainstream to specialist setting/ provision and vice versa.</p>	<p>Transition programme identified at both schools to support nursery to primary, primary to secondary and year to year transitions.</p> <p>Transition meetings held – teacher to teacher/ setting to setting, as well as meetings with the Inclusion team to ensure a clear understanding of need and provision is received.</p> <p>Additional transition sessions given to children and staff for identified individuals.</p> <p>Records of need are created and regularly updated at class level to ensure all staff have a clear understanding of each pupil's requirements at the point of transition.</p>	Annually	SENCO/ HT's	<p>Receiving class teachers have a clear and comprehensive understanding of each pupil's needs.</p> <p>Appropriate training needs are identified and addressed prior to transition.</p> <p>Pupils receive additional transition support and resources to facilitate a smooth change of setting or adult.</p>
Long term	<p>Diversity – to ensure that the curriculum promotes awareness for a range of special educational needs and/ or disabilities, fostering inclusion for all pupils</p> <p>To increase access to the use of technology and alternative programmes to support staff with adapting access to the curriculum for all children when learning.</p>	<p>The curriculum educates all children about individual differences, including special educational needs and/or disabilities. It provides full access to all aspects of learning by making reasonable adjustments and striving to meet the individual needs of every child, whether or not they have a disability.</p> <p>Consideration is given to the use of various physical tools and technologies to support teaching and learning for more vulnerable pupils. For example, capital investment in iPads supports learning, alongside staff training and CPD to develop the effective use of technology to adapt and enhance learning resources.</p> <p>Increased access is provided to specialised programmes such as Widgeo, and Clicker including support for pre-verbal pupils to communicate and engage with the curriculum.</p>		Whole school approach	<p>The needs of all pupils, parents, and staff are recognised and represented within the school community.</p> <p>Mainstream Core Standards are regularly reviewed and embedded throughout the curriculum as part of Quality First Teaching.</p> <p>Pupils have greater access to the curriculum and alternative methods to communicate and record their learning.</p> <p>Adapted approaches to learning for individuals enable accelerated progress from their starting points.</p>

Aim 2: Improving and maintain access to the physical environment, ensuring the physical, sensory and communication needs of pupils with a disability are supported.

Current Good Practice:

The school environment is regularly reviewed and maintained to ensure that appropriate adaptations are made to meet the individual needs of all stakeholders. Consideration is given to the provision of suitable seating where necessary. The school site is fully accessible to everyone, with a designated disabled toilet and sufficient disabled parking available for staff members and families. The building complies with the Disability Discrimination Act (DDA) standards, and regular site walks are conducted to ensure continuous disabled access throughout classrooms, corridors, and communal areas.

	Objectives:	Actions to be taken:	Timescale	Who	Success Criteria
Short Term	Accessibility considerations for physical and sensory disabilities, as well as hidden disabilities, are incorporated into each site walk. Particular attention is given to communication aids for pre-verbal children.	Timely adaptations to the physical environment are identified and implemented to meet the needs of all stakeholders.	Bi-Termly	SENCO/ Estate and Site Managers/ HT's	<p>Learning environments are well resourced with a wide range of provisions and strategies to support all learners.</p> <p>Professional advice is sought promptly and acted upon to ensure inclusivity.</p> <p>All areas remain accessible to individuals with physical disabilities.</p> <p>Learning environments are suitably adapted to support those with hearing impairments.</p> <p>Risk assessments and Personal Emergency Evacuation Plans (PEEPs) are written, regularly reviewed, and ensure that all children have the appropriate provision and support for safe evacuation if needed</p>
Medium Term	To ensure that all learning environments and areas, promote a fully inclusive environment meeting the Mainstream Core Standards.	<p>Identify training programme – to ensure high quality provision available as part of QFT and via interventions.</p> <p>Collaborative working with parents/ carers regarding the development plan for accessibility and inclusive practice.</p>	Ongoing	Inclusion Team/ Teaching Staff	The needs of all pupils are fully met and enable all stakeholders to be able to access all elements of the schools offer including Breakfast and After School Club; Teacher led Clubs etc.

<p style="text-align: center;">Long term</p>	<p>To promote a Physical Education Curriculum (including OPAL) that is fully inclusive to the needs of all stakeholders throughout the school day and beyond.</p>	<p>Review the provision offered to learners regularly, incorporating pupil voice to inform improvements.</p> <p>Ensure the PE curriculum includes a diverse range of activities, including sports and physical activities tailored to wheelchair users and those with other physical disabilities.</p> <p>Identify staff training needs and collaborate with Specialist Teaching and Learning Services (STLS) to enhance the current provision available to learners.</p> <p>Improve communication across the wider school environment and outdoor areas, ensuring all children, including pre-verbal pupils, have effective means of communication.</p> <p>Increase the availability of accessible equipment during OPAL playtimes, ensuring children with physical disabilities can fully engage with play opportunities.</p>	<p>Annually</p>	<p>SENCO/ PE and OPAL Leaders.</p>	<p>All learners are able to fully access sports and physical activities, with barriers to participation effectively removed.</p> <p>Staff demonstrate confidence and competence in adapting activities and learning experiences to meet the diverse needs of all pupils.</p> <p>All learners have access to a wide range of physical activities throughout the school day and beyond, including sporting events, school trips, and residential visits.</p> <p>The physical environment is equipped with communication boards, aids, and accessible technology to support pupils' communication needs.</p>
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Aim 3: To improve the delivery of information to all stakeholders.

Current Good Practice:

The school employs a variety of communication methods to ensure information is accessible to pupils and parents/carers. These include visual aids, communication boards, Makaton signing, internal signage, large print resources, induction loops, and digital, audio, or video formats. Additionally, the school utilises translation software to support families for whom English is an additional language.

Reasonable adjustments are made to assist families who are unable to physically attend the school or meetings. These adjustments include home visits, additional phone calls including video calls, and holding meetings within community settings.

	Objectives:	Actions to be taken:	Timescale	Who	Success Criteria
Short Term	To review and refine how information is shared/communicated with all stakeholders, ensuring that it is accessible to all.	<p>Ensure that all information shared with stakeholders is accessible regardless of their needs, taking into account visual or hearing impairments, English as an additional language, learning disabilities, and other barriers.</p> <p>Provide information in a variety of formats to support all stakeholders, including electronic versions, large print, and alternative languages.</p> <p>Offer support to stakeholders, where appropriate, to help them complete forms or access information.</p> <p>Arrange for translators or interpreters when needed to facilitate effective communication</p>	Ongoing	SENCO/HT's	<p>Information is consistently accessible to all stakeholders in multiple formats.</p> <p>Translators or communication support are provided promptly when required.</p> <p>Stakeholders report feeling supported and able to access necessary information.</p>
Medium Term	To ensure that learning environments are fully supportive of communication needs and enable all stakeholders to be able to access information in a variety of ways.	<p>Provide enlarged print materials where appropriate to support stakeholders with visual impairments.</p> <p>Use pictorial signage around learning environments, incorporating symbols and photographs to aid understanding.</p> <p>Print resources in multiple languages as needed to support stakeholders who speak different languages and are still developing English proficiency.</p>	Ongoing	Inclusion Team/HT's	<p>All stakeholders are able to communicate successfully, using a range of resources and strategies provided by the school.</p> <p>Timely and appropriate adaptations made to ensure access for all.</p> <p>Advice sought from appropriate professionals to ensure good communication strategies for all.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Long term</p>	<p>To further improve the teaching pedagogy so that children have opportunities to revisit and review prior learning, develop their use vocabulary, benefit from explicit instructions and see modelled examples</p>	<p>Continue to develop staff CPD relating to explicit instruction and modelling to support the teaching of vocabulary and new concepts.</p> <p>Enhance teacher's use of assessment (diagnostic/ formal/ summative) so that children's learning is adapted in the moment, as well and being reviewed and built upon to improve pupil outcomes.</p> <p>Deliver targeted CPD on adaptive strategies to inform practice.</p>	<p>Termly/ Annually</p>	<p>Inclusion Team/ Teaching Staff</p>	<p>Teachers confidently review pupils' achievements and access to the curriculum.</p> <p>Appropriate adaptations are consistently made to teaching approaches based on assessment data.</p> <p>Pupils demonstrate improved vocabulary use and understanding of new concepts through explicit instruction and modelling.</p>
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