



GREENFIELD SCHOOL

ACCESSIBILITY PLAN

September 2025

Introduction

At Greenfield School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those coming into contact with the school. For the purposes of this document 'disabled' refers not only to those with physical disabilities but includes also those who have English as an additional Language (EAL), those with special educational needs (SEND) and those with health issues including mental health. We aim to develop a culture of inclusion and diversity in which pupils, parents, visitors and staff feel free to disclose their disability and to participate fully in school life.

We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Greenfield School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This plan is drawn up in accordance with the planning duty in the Equality Act 2010 and the definitions of special educational needs and disability in the Education Act 1996 and the Children and Families Act 2014. Regard has also been given to the non-statutory DfE guidelines: Supporting pupils at school with medical conditions April 2014 and Mental Health and Behaviour in School March 2016.

Greenfield moved to its current site in September 2019. The extension, which was completed in April 2022 now allows disabled access to the whole building as a lift has been installed.

Aim

To reduce and eliminate barriers to access the curriculum and full participation in the Greenfield School community for pupils, prospective pupils and adult users with a disability.

Principles

- Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy and the operation of the school's policy for learning support, special educational needs and disability.
- The school recognises its duty under the Equality Act 2010, Education Act 1996 and Children and Families Act 2014.
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in the matters of admission and education
- To publish an Accessibility Plan.
- The school has a duty to make reasonable adjustments and a duty to provide auxiliary aids and services.

- In performing their duties, Governors and staff will have regard to the Disability Rights Commission Code of Practice (Dec 2005).
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the right of parents and children to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and disabilities. It achieves this by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

Greenfield School has identified the following points for action in order to achieve the key objective.

Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance. The school will continue to seek and follow the advice of appropriate health professionals, specialists and parents.

Greenfield has a Learning Enrichment Department. Within this department is a Special Educational Needs Coordinator (SENCo), an Assistant SENCo, a SEND Teaching Assistant, an English as an Additional Language (EAL) Coordinator and an Able, Gifted and Talented (A, G & T) Coordinator who support and advise teaching staff.

Physical environment

The school will take account of the needs of pupils and other users 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, fixtures and fittings.

Linked Policies

This Plan will contribute to the review and revision of related school policies:

Policy for Learning Support and SEND

Curriculum policies

Signed: _____



Chair of the Board of Governors

Dates reviewed: October 2025

Next review date: September 2026

Issue	Changes Required	Timescale	Resources and Responsibility	Success Criteria
Ensure all works completed on the new premises reflect the need of disabled users.	e.g. DDA compliant handles/vision panels at suitable heights/carpet strips etc	Lifespan of any future building projects/ ongoing	Head	Changes to premises reflect the needs of disabled users within the constraints of the building.
Volume levels in lessons for hearing impaired pupils and children with SEND	Need to monitor sound levels	Ongoing	Director of Music Bursar Head of Pre-Prep SENCO	All pupils have access to the curriculum without being subjected to levels of noise which they might find unpleasant. One pupil requires teachers to wear a radio microphone if being taught in a classroom with hard floors e.g. the school hall for PE or assemblies. All classrooms have carpet to help children who have hearing loss. Music pods have been purchased for the purpose of peripatetic lessons to avoid impacting on the rest of the school. Ear defenders are available for children who are sensitive to loud sound.
Physical help for disabled pupils	Buddy system - Pair up Year 6 or same class pupil with disabled pupil	Ongoing	Year 6 pupils or pupils in the same class	Have as much help as they need to

	if necessary/appropriate and so long as this is not detrimental to the safety of the other child. Installation of a lift		Monitored by Learning Enrichment Team and class teachers Contractors, Bursar and Estates Team	manoeuvre around the school. All pupils can access all areas of the school
Physical help for Disabled parents and visitors	Arrangements will be made to ensure that parents/visitors can attend meetings/events. Installation of a lift	Ongoing	All staff	Parent/Visitors are able to attend meetings and school events (e.g. Productions). In the case of disabled parents, at Parents' Evenings arrangements are made for the member of staff to come to the parent to avoid unnecessary movement around the school. Parents will have access to all areas of the school
Maintaining appropriate temperatures within the school building	Winter months – maintaining constant temperature by monitoring boiler usage Summer months – review of ventilation, air conditioning etc. New building to have air conditioning Boilers to be replaced in the Discovery Building with a ventilation	Ongoing	Head and Bursar Estates Manager	All classrooms and offices are able to maintain a comfortable temperature year-round.

	system – project to start 2024.			
Ergonomic assessment of furniture	Annual Audit	Ongoing	Bursar and Estates Manager	All staff and pupils have access to suitable furniture.

Access to Curriculum September 2023 to September 2025

Issue	Changes Required	Timescale	Resources and Responsibility	Success Criteria
Pupils with learning difficulties/EAL	Assessment and advice from SENCo, EAL Co-ordinator. Procedure for graduated support updated in line with the new Code of Practice 2014 IEP if needed; disseminate information and maintain good practice	Ongoing Reviewed regularly by SENCo and EAL Coordinator	All staff monitored by SENCo, EAL Coordinator, Head of Curriculum (Assistant Head) and Deputy Head	All pupils have full access to the curriculum.
Improve the provision of information for pupils with visual impairment.	Install new IWB in the classrooms Enlarged print on IWB/Information sheets Background colours on IWB/Information sheets Lighting in classrooms	All classrooms have up to date IWB (completed Sep 19). Lighting has been upgraded across the new site with the latest technology.	Magnifiers IWB – Background colours can be changed/fonts to be enlarged Information Sheets – Background colours/Enlarged fonts Teachers to select appropriate levels of lighting to ensure	Visually impaired readers have access to print/learning stimuli. <i>All lighting has been replaced with new LED white light.</i> <i>Following a concern that one child was getting headaches due to</i>

			that print/stimuli can be seen/read.	<i>the strip lighting, all lighting is now new LED lighting, so there is no longer any chance of flickering light or background hum from the fittings.</i> <i>All classrooms are now fitted with new IWB.</i>
Commitment to involving disabled people, organisations and parents into school life wherever possible	Disabled visitors invited into school Asking external companies to ensure that children with SEND and Physical Disabilities are able to access their sessions.	Ongoing	Contact details for disabled visitors. Specific and suitable arrangements to be made for all disabled visitors and parents who may be giving talks to the children to enrich their learning. External providers.	Improved understanding of disability issues All staff, pupils and visitors will be able to access all aspects of Greenfield

Access to Trips and Visits September 2023 to September 2025

The suitability of trips and visits for pupils with particular needs	Review and consideration of all trips and appropriate arrangements made and any increase staffing needed to ensure that all children can attend the trips and residential.	Review as and when required	SLT Bursar	Wherever possible children are able to attend school trips and activities.
Disabled access to the off-site swimming pool	Ensure that the hired transport has the required disabled access arrangements.	Constant review and oversight	SENCO Bursar SLT	All pupils in Years 1 and 2 will be able to go swimming if they so wish regardless of their SEND requirements.

	Ensure that the swimming pool has disabled access. Ensure that any physically disabled child has the required supervision whilst going to, from and at the pool.			
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Access to Written Information September 2025

Issue	Changes Required	Timescale	Resources and Responsibility	Success Criteria
Signage across the school.	Regular reviews	Annual	Bursar/all colleagues reporting	Signage appropriate for visually impaired pupils.