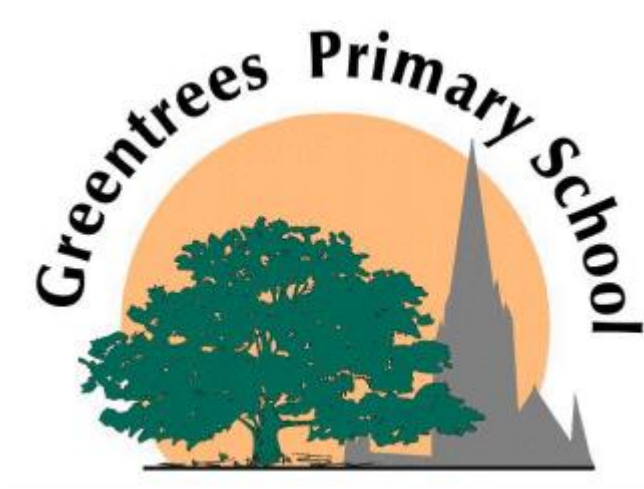


Accessibility plan

Greentrees Primary School



Approved by:

Chair of Governors

Date: January 2026

Last reviewed on:

January 2026

Next review due by:

January 2029

Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Action plan	4
4. Monitoring arrangements.....	9
5. Links with other policies	9

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

At Greentrees Primary School, we treat **everyone** fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our vision is to provide an environment where **everyone** feels safe and supported to achieve their very best and pupils receive an outstanding education, as a foundation for them to develop into independent, life-long learners and valuable members of a global society.

The values that we uphold at Greentrees Primary School are:

Curiosity – Wanting to know more and understand more

Kindness – Being friendly, generous and considerate

Equality – Treating everyone fairly and equally

Determination – Keep trying to succeed, even when it's difficult

Collaboration – Working well with others to achieve our goals

Achievement – Being successful through effort, skill and courage

Our school recognises and values parental knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

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 senior leaders, staff, parents and governors of the school.

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. It is divided into three sections, each with an overarching aim.

Section 1:

Aim: To increase access to the curriculum for pupils with a disability

Current Good Practice:

- Our school offers adaptive teaching to meet the needs of all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum, including visual timetables
- Curriculum resources include examples of people with disabilities
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively, reviewed regularly and are appropriate for pupils with additional needs
- The curriculum is reviewed regularly to make sure it meets the needs of all pupils
- Our school supplements Speech, Language and Communication support for pupils by funding a private therapist
- Quiet spaces for pupils who need sensory breaks are available

Objectives:	Action to be taken:	Person responsible:	Date to complete actions by:	Success criteria:
To further enhance children's awareness of disability (medium-term)	Audit of curriculum resources	English Subject Lead	April 2026	Children demonstrate an increased awareness of disability Children can identify key individuals who have enjoyed success after overcoming challenges caused by disability
	Purchase additional curriculum resources as required	English Subject Lead	May 2026	
	Adapt English plans to include the use of new resources	Class teachers	July 2026	
	Ensure that there is greater focus on people with	Senior leaders	February 2026	

	disabilities when making termly assembly plans			
To check pupils' understanding within lessons with greater precision, using non-verbal signals (medium-term)	Staff training on checking for understanding	Headteacher	October 2025	Strategies to check for understanding, including the use of non-verbal signals are fully embedded
	Sharing of best practice	Class teachers	Ongoing	
	SLT monitoring of the use of checking for understanding strategies	Senior leaders	Ongoing	
To become a dyslexia-friendly school (long-term)	Implement whole-school training for all stakeholders on dyslexia awareness	SENCO	September 2026	All stakeholders demonstrate an increased understanding of dyslexia and ways to support pupils with a dyslexic profile
	Provide staff training on dyslexia friendly teaching and learning strategies, including chunking of information, visual and verbal instructions, multisensory methods, handouts with key points provided in advance, alternative outcomes to tasks besides writing (mind maps, storyboards, oral presentations)	SENCO, Senior leaders, Wiltshire LA	December 2026	Staff demonstrate increased knowledge and understanding of how to support pupils with a dyslexic profile in the classroom and when providing targeted intervention support

	Implement dyslexia-friendly resources throughout all classroom environments, including visual timetables, colour coding, clear layouts, minimal clutter, coloured overlays, large-print dyslexia friendly fonts, access to pencil grips and alternative pens	SENCO, Senior leaders, Class teachers	July 2027	Evidence of dyslexia-friendly resources consistently found in all SLT monitoring
	Audit current provision and enhance provision appropriately regarding assistive technology	SENCO and Senior leaders	January 2028	Evidence of dyslexia-friendly assistive technology consistently found in all SLT monitoring
	Implement assessment and support strategies, including pupil profiles to highlight strengths and needs, extra time in tests, peer mentoring/buddying, a focus on metacognitive/study skills	SENCO and Class Teachers	December 2026	Support strategies are evident and consistently implemented across the school. All relevant pupils have a pupil profile.

Section 2:

Aim: To improve and maintain access to the physical environment

Current Good Practice:

The environment is adapted to the needs of pupils as required. This includes:

- Ramps
- Lifts

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- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height
- Step-free access to all main entrances
- Handrails installed on all staircases
- Furniture arranged to allow wheelchair access
- Low-stimulation learning areas are available for pupils with sensory needs.

Objectives:	Action to be taken:	Person responsible:	Date to complete actions by:	Success criteria:
To develop Personal Emergency Evacuation Plans (PEEPs) for pupils with mobility or sensory needs (medium-term)	Staff training on Personal Emergency Evacuation Plans	SENCO	July 2026	There is a plan in place for all pupils with mobility or sensory needs. Relevant staff know how to implement Personal Emergency Evacuation Plans
To conduct termly checks on accessibility features e.g. ramps, lifts, lighting (short-term)	Agree procedure for termly checks with Facilities Manager Termly meeting with Facilities Manager to review termly checks and address next steps	Headteacher and Facilities Manager Headteacher and Facilities Manager	Ongoing	Termly checks in place and identified actions addressed in a timely manner

Section 3:

Aim: Improve the delivery of information to pupils with a disability

Current Good Practice:

Our school uses a range of communication methods to make sure information is accessible. This includes:

- Internal signage
- Large print resources
- Pictorial or symbolic representations

Objectives:	Action to be taken:	Person responsible:	Date to complete actions by:	Success criteria:
To make key documents available in dyslexia-friendly formats	Include information for parents on website indicating that documentation is available in dyslexia-friendly format	Admin Manager	Ongoing	Parents with Dyslexia will have improved access to key documentation and resources.
	Prepare Dyslexia-friendly format documentation as required	Admin Manager	Ongoing	

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 the Local Governance Committee (LGC).

It will be approved by the Local Governance Committee (LGC).

5. Links with other policies

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

- Health and Safety Policy
- Published Equalities Information and Equality, Diversity, Inclusion and Equity Policy
- SEND Information Report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy