



GREATFIELDS SCHOOL

Accessibility Plan

SLT member with responsibility:

Approved by SLT:

Date: September 2026

Approved by Local Governing Board:

Date:

Next Review Date: September 2027



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Accessibility Plan

1.0 Purpose and Legal Framework

Greatfields School is committed to providing an inclusive environment in which all pupils, including pupils with disabilities, can participate fully in school life and achieve their potential.

This Accessibility Plan has been developed in accordance with the requirements of the **Equality Act 2010**. It sets out the actions Greatfields School will take to increase access to education and the wider school community for disabled pupils.

The plan focuses on three key areas:

- increasing access to the curriculum and learning;
- improving and maintaining access to the physical environment; and
- improving the accessibility of information and communication.

The Accessibility Plan should be read alongside the school's SEND Policy, SEN Information Report, Equality Policy and other relevant school policies.

The plan will be reviewed annually and updated to reflect the changing needs of pupils and the development of the school.

2.0 Definition of Disability

Under the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Greatfields School recognises that disability can affect pupils in different ways. Accessibility therefore involves more than physical access to the school site. Barriers may relate to learning, communication, information, the physical environment, sensory needs, social participation or access to the wider life of the school.

The school will consider the individual needs of disabled pupils and make reasonable adjustments where required to prevent them from being placed at a substantial disadvantage.





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3.0 Key Objective

The key objective of this Accessibility Plan is to:

Identify and reduce barriers to learning, participation and inclusion for disabled pupils, enabling them to access the curriculum, school environment, information and wider school life as fully as possible.

Greatfields School aims to promote independence, dignity, participation and equality of opportunity for all pupils.

Accessibility will be considered proactively as well as in response to individual needs.

4.0 Our Approach to Accessibility

Greatfields School recognises that effective accessibility is part of inclusive practice and is the responsibility of the whole school.

We will:

- identify barriers that may prevent disabled pupils from accessing learning or participating fully in school life;
- make reasonable adjustments where required;
- use quality first teaching and adaptive teaching approaches to remove barriers to learning;
- provide appropriate equipment, resources and assistive technology where required;
- take account of pupil, parent/carers and professional advice;
- provide staff with relevant information and training;
- consider accessibility requirements as part of transition planning;
- monitor the effectiveness of adjustments and make changes where necessary; and
- seek the views of pupils and parents/carers when reviewing accessibility.

The school will maintain high expectations for disabled pupils and will seek to **remove barriers rather than lower expectations**.

5.0 Accessibility Priorities

5.1 Curriculum and Learning

Greatfields School is committed to ensuring that disabled pupils have access to an ambitious and inclusive curriculum.

Teachers use quality first teaching and adaptive teaching approaches to identify and remove barriers to learning. Where appropriate, reasonable adjustments may include:



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- adapting the presentation of information;
- chunking instructions and providing additional processing time;
- using visual supports, models and worked examples;
- adapting resources while maintaining appropriate levels of challenge;
- providing alternative methods of recording;
- using laptops, assistive technology or specialist software;
- providing appropriate seating arrangements;
- making sensory adjustments;
- providing movement or sensory breaks where appropriate;
- adapting practical activities where required;
- providing appropriate support for communication needs; and
- making reasonable adjustments to assessments and examinations in accordance with relevant regulations.

Pupil passports and other relevant information are used to communicate identified barriers and effective strategies to teaching staff.

The school will seek advice from specialist professionals where appropriate, including Educational Psychology, Speech and Language Therapy, Occupational Therapy and other relevant services.

Intended outcome

Disabled pupils are able to access an ambitious curriculum, participate in learning and demonstrate their knowledge and skills.

5.2 Staff Knowledge and Training

Staff need to understand how disability may affect a pupil's access to learning and school life.

Greatfields School will provide staff with appropriate information and training to support accessibility. Training and professional development will reflect the needs of the school's pupils and may include:

- understanding disability and reasonable adjustments;
- adaptive teaching and removing barriers to learning;
- communication and interaction needs;
- sensory needs;
- physical and medical needs;
- assistive technology;
- accessibility of teaching resources;
- supporting independence; and
- effective use of pupil passports.

Information from specialist professionals will be shared with relevant staff where appropriate.



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Intended outcome

Staff have the knowledge and confidence to make appropriate adjustments and remove barriers for disabled pupils.

5.3 Physical Environment

Greatfields School occupies purpose-built accommodation. The school will continue to consider accessibility as part of the ongoing management, maintenance and development of the school environment.

The school will respond to the individual needs of pupils, staff and visitors and will consider accessibility when planning future improvements, refurbishment or changes to the physical environment.

Where appropriate, consideration will be given to:

- physical access to classrooms and communal areas;
- accessible toilets and facilities;
- seating and furniture;
- lighting;
- acoustics;
- signage and wayfinding;
- sensory considerations;
- access to specialist equipment;
- safe movement around the school site; and
- emergency and evacuation arrangements.

Where a pupil's needs change, the school will review the physical environment and consider whether additional adjustments are required.

Intended outcome

Disabled pupils are able to move around the school safely and access classrooms, facilities and communal areas.

5.4 Accessible Information and Communication

Greatfields School recognises that pupils and families may require information to be presented in different ways.

Where reasonably required, the school will consider providing information in an accessible format, which may include:

- electronic formats;





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- enlarged print;
- adapted or simplified information;
- visual information;
- alternative communication methods; and
- other appropriate formats identified through individual assessment or professional advice.

The school will also consider the accessibility of information provided to pupils and parents/carers through school systems and communications.

Intended outcome

Disabled pupils and their families can access important school information and communicate effectively with the school.

5.5 Assistive Technology and Equipment

Where appropriate, the school will identify and provide access to equipment and technology that supports pupils to overcome barriers.

This may include:

- laptops or other digital devices;
- text-to-speech or speech-to-text tools;
- specialist software;
- communication resources;
- visual supports;
- adapted keyboards or other peripherals;
- specialist seating or furniture; and
- other equipment recommended by relevant professionals.

The school will review the effectiveness of equipment and support pupils to develop independence in its use.

Intended outcome

Disabled pupils are able to use appropriate equipment and technology to access learning and demonstrate their knowledge and skills as independently as possible.

5.6 Transition

Accessibility needs will be considered when pupils join Greatfields School or move between different phases of education.





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Information will be gathered from pupils, parents/carers, previous settings and relevant professionals to identify barriers and establish appropriate adjustments as early as possible.

Where required, enhanced transition arrangements may include:

- additional visits and familiarisation opportunities;
- meetings with pupils and parents/carers;
- information sharing with previous settings;
- individual transition planning;
- pupil passports;
- preparation of staff;
- support with routines and organisation; and
- additional support when joining a new phase or setting.

Greatfields' **Transition Alternative Provision (TAP)** provides enhanced transition support for identified pupils who require additional support to successfully engage with secondary education.

The school will also support pupils moving between key stages and into post-16 education, working with pupils, families and receiving settings where appropriate.

Intended outcome

Disabled pupils experience a smooth transition and have the appropriate adjustments and support in place when entering a new phase of education.

5.7 Pupil and Parent/Carer Voice

Greatfields School values the knowledge and experience of pupils and their families.

The school will seek the views of disabled pupils and their parents/carers when identifying barriers and reviewing the effectiveness of reasonable adjustments.

Pupil voice may be gathered through:

- pupil discussions;
- pupil passports;
- review meetings;
- surveys;
- individual conversations; and
- other appropriate opportunities.

Parents/carers will be encouraged to share information about their child's strengths, needs and effective strategies.

Intended outcome



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Accessibility planning reflects the individual experiences and needs of pupils and their families.

5.8 Participation in School Life

Accessibility extends beyond the classroom.

Greatfields School aims to ensure that disabled pupils can participate as fully as possible in:

- school trips and visits;
- clubs and enrichment activities;
- school productions and events;
- sport and physical activity;
- assemblies;
- careers and work-related learning;
- leadership opportunities;
- House activities; and
- the wider life of the school.

Reasonable adjustments will be considered to enable participation where required.

Intended outcome

Disabled pupils are able to participate meaningfully in the wider life of the school and are not disadvantaged because of their disability.

5.9 Emergency and Evacuation Arrangements

The school will consider the individual needs of disabled pupils when planning emergency and evacuation procedures.

Where required, individual arrangements will be developed in consultation with the pupil, parents/carers and relevant staff or professionals.

These arrangements will be reviewed when a pupil's needs change or when required as part of the school's wider health and safety procedures.

Intended outcome

Disabled pupils can access emergency procedures safely and appropriately.





6.0 Accessibility Action Plan

Priority	Action	Responsibility	Timescale	Intended Impact
Curriculum access	Review pupil passports and ensure identified reasonable adjustments are communicated to relevant staff	SENDCO / Teaching Staff	Ongoing	Pupils experience fewer barriers to learning
Adaptive teaching	Continue to develop staff understanding of adaptive teaching and accessibility	SLT / SENDCO	Annual CPD	Staff maintain high expectations while removing barriers
Staff training	Provide training informed by the needs of the current SEND cohort	SENDCO / SLT	Annually	Staff confidence and knowledge improve
Physical environment	Respond to individual accessibility requirements and review physical barriers as they arise	Site Team / SENDCO	Ongoing	Pupils can access the school environment safely
Accessible information	Provide information in appropriate alternative formats where reasonably required	SENDCO / Staff	Ongoing	Pupils and families can access key information
Assistive technology	Identify, provide and review appropriate technology and equipment	SENDCO / IT / Staff	Ongoing	Pupils can access learning more independently
Transition	Identify accessibility needs before pupils join the school or move between phases	SENDCO / Transition Team	Each transition cycle	Adjustments are in place at the point of transition
Pupil voice	Seek feedback from disabled pupils about barriers and the effectiveness of adjustments	SENDCO / Pastoral Team	Annually / Ongoing	Pupil experience informs accessibility planning
Parent/carer voice	Consult parents/carers where accessibility adjustments are required	SENDCO / HOY	Ongoing	Family knowledge informs support
Wider participation	Review arrangements for trips, enrichment and wider school activities where accessibility needs	Staff / Trip Leaders / SENDCO	Ongoing	Disabled pupils can participate fully





Priority	Action	Responsibility	Timescale	Intended Impact
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Emergency planning	Review individual emergency and evacuation arrangements where required	SENDCO / Site Team	Ongoing	Pupils can safely access emergency procedures
Monitoring	Review the impact of accessibility actions and update the plan	SLT / SENDCO / Governors	Annually	The plan remains relevant and effective

7.0 Monitoring and Evaluation

The Accessibility Plan will be monitored through the school's normal systems for evaluating SEND provision and inclusion.

The school will consider:

- pupil progress and attainment;
- access to and participation in the curriculum;
- attendance and engagement;
- participation in wider school activities;
- pupil voice;
- parent/carers feedback;
- staff feedback;
- the effectiveness of reasonable adjustments;
- use and effectiveness of assistive technology and equipment;
- individual provision reviews; and
- feedback and recommendations from external professionals.

The SENDCO will work with SLT, staff and governors to review progress against the Accessibility Plan and identify priorities for further development.

Where an action is not having the intended impact, the school will consider what further adjustments or actions are required.

8.0 Financial Planning

The financial implications of the Accessibility Plan will be considered as part of the school's annual budget planning and wider resource allocation.

Where appropriate, the school will consider funding for:

- specialist equipment;
- assistive technology;
- reasonable adjustments;





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- staff training;
- physical adaptations; and
- specialist advice or support.

The school will seek to ensure that available resources are used effectively to remove barriers to access and participation.

9.0 Review

This Accessibility Plan will be reviewed annually and updated to reflect:

- changes in the needs of pupils;
- feedback from pupils and parents/carers;
- changes to the school environment;
- developments in SEND provision;
- relevant professional advice; and
- the effectiveness of actions identified within the plan.

Next review date: September 2027

