



## **ACCESSIBILITY POLICY 2026-2027**

This is a Trust policy that has been adapted to Greenbank High School referencing designated staff.



Policy Approval: September 2026

Policy Renewal: September 2027

Reviewed by the LGB

The Trustees of Southport Learning Trust are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.

## 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.

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. Education at Greenbank provides much more than exam excellence. It aims to develop and nurture all students to take their place as caring and confident women in the outside world and promote our values of Inspire, Care, Achieve. We therefore aim to remove any barriers to learning and improve our students' access to their education allowing them to achieve their full potential.

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, this procedure sets out the process for raising these concerns.

*We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff 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 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 under the Equality Act 2010 to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage in comparison with pupils 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.

#### Access For Pupils With SEND To The Curriculum

| TARGET                                                                      | STRATEGY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | TIMEFRAME | STAFF RESPONSIBLE                                                         | SUCCESS CRITERIA                                                              | COST                                          |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------|
| Increase access to the curriculum for pupils with a disability.             | <ul style="list-style-type: none"><li>• Our school offers a broad and balanced curriculum for all pupils tailored for their individual needs.</li><li>• We use resources tailored to the needs of pupils who require support to access the curriculum.</li><li>• Curriculum resources include examples of people with disabilities.</li><li>• Curriculum progress is tracked for all pupils, including those with a disability.</li><li>• Targets are set effectively and are appropriate for pupils with additional needs.</li><li>• The curriculum is reviewed to ensure it meets the needs of all pupils.</li></ul> | On-going. | All staff; Whole School SEND Approach.                                    | Improved progress and accessibility for pupils with SEND.                     | Time<br><br>Department budgets for resources. |
| Curriculum access for current pupils with hearing impairments is in place.  | <ul style="list-style-type: none"><li>• Liaise with Sefton Hearing Needs Team and Alder Hey Hearing Team to ensure appropriate training is in place for staff.</li><li>• Hearing loop system in place.</li><li>• Request for specific examination access arrangements, in line with JCQ guidance where applicable.</li></ul>                                                                                                                                                                                                                                                                                           | On-going. | SENDCo, Examinations Officer and relevant teaching staff.                 | All students with hearing impairments can access all parts of the curriculum. | School budget                                 |
| Pupils with vision impairments can access computers and relevant equipment. | <ul style="list-style-type: none"><li>• Liaise with Sefton Vision Needs Team to ensure appropriate training is in place for staff.</li><li>• Text enlargers are available on 5 computers.</li><li>• Use of AB Tutor, where applicable.</li><li>• Enlarged or modified resources and examination papers, where applicable.</li><li>• Request for specific examination access arrangements, in line with JCQ guidance where applicable.</li></ul>                                                                                                                                                                        | On-going. | Assistant Head teacher in charge of ICT, Examinations Officer and SENDCo. | ICT equipment available to all.                                               | School budget                                 |

| TARGET                                                                                                    | STRATEGY                                                                                                                                                                                                                                                                           | TIMEFRAME                     | STAFF RESPONSIBLE                                                                  | SUCCESS CRITERIA                                                           | COST                                                                                                 |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Curriculum and assessment accessible to pupils with all disabilities: physical, emotional and behavioral. | <ul style="list-style-type: none"> <li>Staff to review curriculum to ensure the learning needs of all pupils are addressed.</li> <li>All pupils are timetabled in classrooms that are appropriate and accessible to their needs.</li> </ul>                                        | On-going                      | Directors of Learning, Heads of Year, SENDCo and Examinations Officer.             | Curriculum and assessment is accessible to all pupils                      | School budget                                                                                        |
| Ensure all learning outside the classroom is accessible to all.                                           | <ul style="list-style-type: none"> <li>Staff organising visits to complete risk assessment for pupils with disabilities.</li> <li>Consider whether an additional visit is required to assess specific risks or additional factors relating to pupils with disabilities.</li> </ul> | Complete for each trip/visit. | Trip Leader and Educational Visits Co-ordinator (EVC), in liaison with the SENDCo. | Pupils with disabilities to undertake visits including residential visits. | Cost of inspection visit, hire of specialist equipment, staff training and an extra member of staff. |

### Access To The Physical Environment Of The School

| TARGET                                              | STRATEGY                                                                                                                                                                                                      | TIMEFRAME | STAFF RESPONSIBLE                                                                                                                             | SUCCESS CRITERIA                 | COST          |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------|
| Improved access to curriculum for wheelchair users. | <ul style="list-style-type: none"> <li>All lessons timetabled on ground floor.</li> <li>Special consideration given to planning of Personal Development days to ensure they are accessible to all.</li> </ul> | Ongoing   | Deputy Head teacher, Assistant Head teacher in charge of PD, Director of Learning for PD, Enrichment Day Leaders, in liaison with the SENDCo. | Pupil accessing full curriculum. | School budget |

| TARGET                                                                                                                | STRATEGY                                                                                                                                                                        | TIMEFRAME                                                                                                                                                                               | STAFF RESPONSIBLE                                               | SUCCESS CRITERIA                                           | COST              |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------|-------------------|
| To enhance the facilities for intimate care for pupils with physical/medical disabilities.                            | <ul style="list-style-type: none"> <li>Changing bed/physio bed placed in an appropriate setting.</li> <li>Training given to relevant staff.</li> </ul>                          | <p>Changing bed is fixed to wall in disabled toilet.</p> <p>Physio plinth in a separate room (Learning Support).</p>                                                                    | Deputy Head teacher, SENDCo and Premises Manager.               | The intimate/medical needs of individual pupils are met.   | School budget     |
| Evacuation procedures reviewed to ensure they are appropriate for wheelchair users and pupils who use walking frames. | <ul style="list-style-type: none"> <li>Clear evacuation procedures for wheelchair users to ensure safety.</li> <li>PEEPs in place.</li> </ul>                                   | <p>Risk assessment completed and evacuation procedure agreed.</p> <p>On-going in accordance to changes to the school building and regulations.</p>                                      | Deputy Head teacher, SENDCo and Premises Manager.               | Evacuation procedure reviewed and any changes implemented. | School budget     |
| Adaptations made for students with physical difficulties to help access practical sections of the curriculum.         | <p>Alternative equipment available in;</p> <ul style="list-style-type: none"> <li>PE</li> <li>Design Technology</li> <li>Hospitality and catering</li> <li>Computing</li> </ul> | <p>In accordance with the emergence of new or existing needs, appropriate adjustments will be made as and when required.</p> <p>All pupils are currently appropriately catered for.</p> | Directors of Learning, Subject Leaders, in liaison with SENDCo. | All pupils are exposed to the full curriculum experience.  | Department budget |

## The Delivery Of Information To Pupils With SEND

| TARGET                                                                                   | STRATEGY                                                                                                                                                                                                                                                                                                                                                                                          | TIMEFRAME | STAFF RESPONSIBLE                                                                                     | SUCCESS CRITERIA                                                         | COST              |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------|
| Improve the delivery of information to pupils with a disability                          | The school to look at methods of communication including: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• PEC door signage</li> <li>• Use of colour coded classroom doors</li> </ul>                                                         | On-going. | Deputy Head Teacher, SLT, SENDCo, Directors of Learning, Subject Leaders and relevant teaching staff. | Improved understanding and knowledge of procedures for pupils with SEND. | Time              |
| School produced materials to be available in appropriate formats if required.            | <ul style="list-style-type: none"> <li>• Staff to review materials in regards to suitability for pupils with dyslexia.</li> <li>• Staff use SEND support plans and SEND registers to plan adaptations.</li> <li>• Staff to take visual stress/ use of overlays and/or coloured paper into account.</li> <li>• Enlarged or modified resources and examination papers, where applicable.</li> </ul> | On-going. | All staff; Whole School SEND Approach.                                                                | Relevant information can be found on the SEND SharePoint area.           | School budget     |
| Availability of all documentation in an accessible format.                               | Format of website is produced for parents/carers in several languages.                                                                                                                                                                                                                                                                                                                            | On-going. | Headteacher, Deputy Head teacher, Assistant Head teacher in charge of ICT and IT Team.                | Information will be available in appropriate Formats.                    | School budget     |
| Replacement as needed of textbooks, ICT to ensure materials are available easily to all. | <ul style="list-style-type: none"> <li>• As materials are replaced, staff will aim to buy resources accessible to all, bearing in mind cost.</li> </ul>                                                                                                                                                                                                                                           | On-going. | Directors of Learning and Subject Leaders.                                                            | Information will be available in appropriate formats.                    | Department budget |

#### **4. Monitoring Arrangements**

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be approved by the school Local Governing Body.

#### **5. Links with other policies**

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

- Risk Assessment Policy
- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEND) Information Report
- Supporting pupils with medical conditions policy
- SEND and Disability Policy.

## Appendix 1: Accessibility Audit

| FEATURE           | DESCRIPTION                                                             | ACTIONS TO BE TAKEN                                                                               | PERSON RESPONSIBLE            | DATE TO COMPLETE ACTIONS BY |
|-------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------|
| Number of storeys | Two.                                                                    | Funding to be investigated for possible lift.                                                     | Headteacher/SENDCo            | Completed.                  |
| Corridor access   | Left-hand system in place.                                              | Ensure one way system is in place.                                                                | All staff / Premises Team.    | On-going.                   |
| Lifts             | None                                                                    | N/A                                                                                               | N/A                           | N/A                         |
| Parking bays      | Accessible parking bays at the front of school                          | Designated parents and visitors given access to disabled parking bays at the front of the school. | SENDCo / Admin Team / SLT.    | On-going.                   |
| Entrances         | Ensure all entrances are clutter free                                   | Ensure entrance to the astro turf pitches has the shale removed.                                  | Premises Team.                | On-going                    |
| Ramps             | Ramps available in entrances from internal to external areas of school. | Ramps identified to wheelchair and frame users.                                                   | SENDCo / Premises Team.       | On-going.                   |
| Toilets           | Three disabled toilets with access and cleaning facilities.             | Designated pupils and staff only, given access to these facilities.                               | Premises Team / SENDCo / SLT. | On-going.                   |
| Reception area    | One floor accessible to main body of the school                         | Ensure that meeting area and wheelchair access is available                                       | Admin Team / SLT.             | On-going.                   |
| Internal signage  | Ensure all signage is enlarged and visual.                              | Review of main signage, including classroom doors.                                                | SLT / SENDCo.                 | On-going.                   |
| Stairs            | Ensure all stairs have yellow tape to highlights the edge of each step. | Review of stairs to ensure yellow tape is visible.                                                | Premises Team.                | On-going.                   |

| FEATURE                 | DESCRIPTION                                                                                                                                                                                                    | ACTIONS TO BE TAKEN                                                           | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------|-----------------------------|
| Emergency escape routes | Ground floor classrooms have direct access to external areas of the school or are located in close proximity to internal doors providing access to external areas, with easy access to designated fire points. | All routes on to the Fire Assembly to be wheelchair/walking frame compatible. | Premises Team.     | Completed.                  |