

Greenbank Primary School

Accessibility Plan



Author:	Senior Leadership Team
Date:	January 2025
Review Date:	January 2026
Approved by:	Governors

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School Context

This Accessibility Plan sets out how the school meets the duty to provide accessibility for disabled pupils and visitors and sets out how further improvement to access can be made. The duty to plan for improved accessibility is set out in the Schedule 10 of the Equality Act.

The Accessibility Plan is resourced, implemented, reviewed and revised as necessary. It is reported on annually to governors.

The action plans attached show how the school has addressed the priorities identified in the plan.

GREENBANK PRIMARY SCHOOL'S MISSION STATEMENT

“Greenbank School community will provide exciting, stimulating and relevant learning opportunities within a safe, happy, caring and fun environment.

We will develop each individual as a whole, enabling them to reach their full potential and feel valued academically, creatively, socially, morally and spiritually.

We will promote respect and empathy for all, independence and active involvement both indoors and outdoors: so that all who leave Greenbank are more aware of contribution they can enjoy making to the wider world.”

Founded in 1929, and the current foundations laid in 1933, Greenbank Primary School is an old three level building, internally modernised with some structural restrictions to accessibility. However, as a school we try our utmost to be as inclusive and accessible as the building restrictions allow us.

The school is set on the outskirts of Rochdale town centre in large grounds with a field at the rear of the school and two areas that are dedicated to Forest School. The main entrance to the school is at the front of the school building on Greenbank Road. It has a push button intercom directly to the office, which is of a height that is accessible to all and a push release door. Entry to our main school building is across a large even playground to either marked steps and handrails or a ramp.

We are a two-form entry primary school with a nursery, three Internal Inclusion Provisions (IIPs) and an outdoor classroom. Our school community of up to 480 pupils are welcomed from the vibrant, diverse community that surrounds our school. We are proud that our school is well regarded and is known throughout the area as being caring and inclusive.

At Greenbank, we strive to provide a safe, caring and nurturing environment built on trust and respect. Our mission statement ‘Safe-Happy-Caring and Fun’ reflects our understanding and belief that all children and young people need to feel secure both physically and emotionally in order to learn and achieve their potential. We celebrate the uniqueness of every pupil and value everyone’s contribution to the life of our school.

Our guiding principle is our belief that full social and educational inclusion can be achieved and reflected in our school; a school where there are no ‘invisible pupils’ and where all feel a sense of belonging and participation rather than just ‘being there’. We aim to help our pupils to develop to become confident, independent and resilient individuals. We aim high and are aspirational in how we expect our pupils to behave and what we expect them to achieve. We offer high quality teaching that enables our pupils to achieve their potential and take pride in

their achievements. Greenbank is committed to the full social and educational inclusion of all pupils and takes positive actions to ensure that this is the case for pupils with disabilities. Every child's needs are carefully considered, and provided for. As a school, we have a commitment to identifying the barriers and challenges to access learning and endeavour to make reasonable adjustments for disabled pupils to enable full participation.

As a school, we pride ourselves on our inclusiveness. Our mission is to help children become self-confident, caring, and adventurous community members.

This plan has been guided by our vision and aims. Our SEN policy and Single Equality and Community Cohesion policy and is to secure provision for disabled members of our community.

At Greenbank we are committed to creating an environment which secures the inclusion of all children, staff, parents and visitors. Through developing an ethos of awareness, we aim to challenge any negative attitudes which may exist in relation to disability of any kind.

As defined by the Disability Discrimination Act (DDA) 1995, we understand disability to be:

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term effect on his or her ability to carry out normal day to day activities.'

Aims

Greenbank Primary School aims to deliver an ambitious vision for pupils with disabilities that is demonstrated by all staff. The school aims to ensure that pupils with disabilities make good progress from their starting points through flexible quality first teaching incorporating adaptations and modifications to enable access and interventions, where appropriate. The school aims to 'level the playing field' for those with disabilities and strives to provide appropriate, well considered support that is delivered seamlessly across all teaching, learning and social situations and maximises independence.

Objectives

All staff will demonstrate knowledge of equality legislation in relation to pupils, staff and visitors with disabilities and understand their role in implementing it. All staff will have a 'can do' attitude underpinned by a collaborative, problem-solving, solution-focused approach to new challenges, as they arise.

The school will have systems in place that support the access and inclusion of pupils with disabilities e.g. Risk Assessments, Moving and Handling Plans, Individual Healthcare Plans, Communication Passports, Transition Plans etc. The school will continue to improve the physical school environment and facilities to enable pupils with complex physical needs to fully access the school site.

This plan includes:

- a description of processes for identifying, removing and preventing barriers for people with disabilities
- a brief summary of progress in relation to previous planning
- our objectives for improvement of accessibility over a three year period
- how our plans for improvement will be monitored

School and Pupil Data Analysis

Current pupil data shows that at the start of academic year 2025/26 there are 107 pupils regarded as disabled under the definition within the Equality Act 2010. Pupil data is collated according to primary area of need, but for some pupils this is more challenging as they have co-existing conditions or areas of need. To reflect this complexity and map the multiple impacts of disabilities on pupils, the following table further analyses the needs of the pupil population in terms of overlapping conditions and their impact on SEMH and attendance.

Area of Need	Number of pupils where...			
	This is their primary area of need	This is their primary area of need, but also has additional co-existing conditions	There is an impact on SEMH	There is an impact on Attendance
Physical disability/ies	4	1	1	1
Long term, complex or fluctuating/ degenerative medical needs	1	1	0	1
Sensory support needs	4	Vision: 2 Hearing: 1 MSI: 1	1	1
Autism	27	1	13	2
Speech, language, and communication needs	55	6	2	1
Cognition and learning needs	16	3	1	0

What the data tells us

There is a high level of children across school with Autism, which is associated with their social and communication needs. We have a high percentage of children with Speech and Language needs some of which have a Development Language Disorder. In response to this data we work closely with Rochdale's TalktoLearn Team and NOTES (Neurodivergent Outreach Team for Education Support) Officer.

At Greenbank, we pride ourselves on our staff awareness associated with the individual needs of our disabled pupils. We dedicate, a session, each half term to whole school training on specific aspects of SEND, and individual training as required when new pupils join the school with specific needs. In addition to this, there is an ongoing programme of individual and whole school INSET, centred on disabilities and areas of Special Educational Needs that are more common within each academic year aimed at upskilling the whole workforce.

Examples of recent training include

Language and Communication approaches

- WELLCOMM
- ELKLAN
- Celebrating Communication and Raising Awareness of Developmental Language Disorder (DLD)

Neurodivergent training courses

- Intensive interactions
- Attention Autism
- Using visuals in the classroom
- Emotional regulation and emotion coaching
- Sensory Processing

Physical needs

- Wheelchair awareness
- Assisting Children to Move
- The safe use of Evac chairs
- Developmental Co-Ordination Disorder (Dyspraxia)

Medical needs

- Whole school epi-pen
- The use of a defibrillator training
- Asthma training

Greenbank has an experienced team of SEN professionals and a mentor team including a Pastoral Manager and Family Worker, a qualified SENDCo and Assistant SENDCo, a large team of Teaching Assistants and a team of specialist mentors. Assessment and observation of all of our special needs children (including disabled children and those with additional needs) is common practice and is supported by the SEN team as well as through regular meetings of the class teachers and Teaching Assistants who support the children with special or additional needs.

Every child's progress is closely monitored both by the class teacher in their day to day, week to week and half termly assessments as well as through termly pupil progress meetings and SEN review meetings. Pupil progress meetings are held termly and are attended by the Head Teacher, the SENDCo, the assessment co-ordinator, the Pastoral Manager and the class teacher. Every child's progress is discussed in detail and the impact of necessary adjustments that are made to ensure that their progress is further enhanced. Examples of actions that have been put into place have included, the provision of specialist equipment, re-organisation of the classroom, alteration of the way that the classroom support is used, involvement of outside agencies and bespoke provision within our three Internal Inclusive Provisions (IIPs). The SEN Review meetings also include the setting of individual targets across the four main areas of need using the child's IEP/Pupil Provision Plan as a starting point where necessary. The pupil progress meeting includes a close scrutiny of data for each individual child irrespective of need and where progress is not good enough solutions are sought and implemented and shared with parents.

Consultation with Stakeholders

At Greenbank Primary School we ensure that we consult with all stakeholders around accessibility planning. This includes consultation with staff, pupils, parents/carers, governors and the wider community. The consultation ensures that the views of ALL are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders.

This Accessibility Plan has been written in consultation with: The full school staff team which includes Governors, Headteacher, Senior Leaders, Business Manager, Site Manager, Site team, Teachers, Teaching Assistants, Admin staff, Catering staff, Pastoral Team and PE/Outdoor Team.

The consultation process involved:

- Staff consultation meeting
- Parent/carers and disabled members of the local community
- Pupil voice
- Meetings with SLT
- Meetings with Governing Body
- Audit with RANs Physical Disability Team

Access to the Curriculum

At Greenbank, we strive to enable access to the curriculum for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

All disabled pupils at Greenbank have full access to all areas of the curriculum. To ensure this full access varieties of adjustments are used. These include the provision of higher levels of staffing, the provision of transport for all children including the less mobile children, the use of specialised furniture and changing facilities where required and the use of specialist staff (eg physiotherapists, Speech and Language Therapists, Occupational Therapists, School Health Practitioner etc) where required.

At Greenbank we try to ensure that the curriculum is as exciting and stimulating as possible and this includes using the immediate environment and other off-site visits wherever possible. To ensure all pupils have equal access to this provision adjustments are made to meet the needs of our disabled pupils.

Careful consideration to our classroom, playground and school organisation is given in order to ensure that every child's needs are met. At Greenbank, it is of paramount importance that every child irrespective of race, sex, religion, class and disability is fully catered for. Thorough risk assessments are completed in all areas of school in order to ensure that every child is safe. Outdoor visits are thoroughly scrutinised and risk assessed in order to meet the needs of the pupils who will be visiting.

All school policies include an equal opportunity statement and all curriculum areas and non-curriculum aspects of school are modified as necessary in order to facilitate maximum participation by our disabled pupils. For example, in statutory tests, use is made of extra time and readers. The use of specialist equipment, modified furniture where appropriate, adjustments to staffing as required and changes to classroom organisation (if necessary on a day to day basis) are all considered and applied in order to facilitate participation and engagement by disabled pupils.

Time out of class / absence management:

Our school acknowledges that pupils with a disability may require time out of class for a number of valid reasons, including:

- Physiotherapy programmes delivered by staff in school
- Appointments with visiting healthcare professionals in school e.g. physiotherapist, occupational therapist, Speech and Language Therapist etc.

Our school acknowledges that pupils with a disability may require time out of school for a number of valid reasons, including:

- to attend healthcare appointments,
- increased likelihood of absence due to ill health,
- absence due to surgery or medical procedure.

Attendance rates at Greenbank were historically quite poor predominantly because of the high levels of absence partly related to the taking of extended leave to Pakistan, Bangladesh and other countries and a high level of sickness in the early years. The pattern of this absence tends to be mainly concentrated between the years of nursery and year 1, with no significant difference between the able bodies and disabled children (with the exception of a small number of children with severe medical conditions). The school works hard to improve attendance and uses 'Truancy Calls' to provide first day response to absence as well as home visiting, regular Attendance Surgeries, a very close partnership with the school and the designated EWO, as well as a high level of multi-agency work.

Our school has strategies in place to ensure that the pupil accesses the content of the curriculum that has been missed e.g. on return to class the teacher spends time briefing the pupil and supporting with task, pupil has access to work sent home if pupil is recuperating and is well enough to do some activities etc.

Our school ensures that the pupil's absence record takes into account medical needs and the pupil is not unduly penalised.

Assessment and Examinations:

- Staff make reasonable adjustments to tests, examinations and assessment tasks to enable pupils with disabilities to access them.

- As required, examination access arrangements (pre-examination adjustments for candidates sitting SATS **are arranged under JCQ rules and put in place for pupils with a disability.**)
- Arrangements are based on evidence of need and normal way of working e.g. extra time, readers, scribes and practical assistants.

Challenging areas of the curriculum e.g. PE, swimming, Sports Day etc.

- Pupils with disabilities are able to fully access and participate in all aspects of the PE curriculum: games/ sports /gymnastics /dance /swimming.
- Adjustments and adaptations are made to enable full participation on an individual basis and may include, provision of adapted equipment, provision of moving and handling support to transfer position etc.
- If appropriate, a pupil focused PE Support Plan, that includes risk assessment and identifies specific areas of support, is in place.
- **Sports that are traditionally associated with people with disabilities such as Boccia, are included in the PE curriculum for all pupils.**
- Pupils with disabilities are able to fully access and participate in the school Sports Day.

Pupils are supported to access the benefits, services and facilities as part of the wider curriculum offered by the school.

The range of strategies used to help achieve this access are:

- Our school supports all pupils to access all aspects of school life, including access to the wider curriculum e.g. extra-curricular clubs, after-school and breakfast clubs and off-site trips, visits and residential.
- Pupils with disabilities are able to access all off-site visits and events due to careful advance planning by staff. Visits and events are planned individually to take in to account the needs of attending pupils with disabilities.
- Pupils with disabilities are able to access extra-curricular clubs, after-school clubs and breakfast clubs due to careful planning by staff.
- Barriers and challenges to participation are analysed using a risk assessment proforma and action is taken to minimise or reduce those identified risks using a solution-focused approach.
- A pupil specific risk assessment is completed to support access to school clubs and after-school/ breakfast clubs where barriers to access are identified and reasonable adjustments made.
- When necessary, additional staffing is provided for school clubs and after-school/ breakfast clubs to enable pupils with personal care needs or medical support needs to attend e.g. pupil with diabetes, epilepsy, pupil who needs catheterisation etc.
- Sports Day is adapted to include activities accessible for all including pupils with a physical disability who may use mobility aids or equipment e.g. power or manual wheelchairs, walking frame.
- A pupil specific risk assessment is completed for all off-site trips and visits in addition to the class/ group generic risk assessment.
- Our school mini buses are fully accessible for wheel chairs and our staff are trained to use them.
- Adjustments and adaptations are made to enable full participation on an individual basis and may include, provision of adapted equipment, provision of moving and handling support to transfer position etc.

Pupils are supported to access the benefits, services and facilities as part of the wider curriculum offered by the school.

The range of strategies used to help achieve this access are:

Taking a severely disabled child kayaking using specially adapted boats and paddles, providing enhanced levels of staffing during teaching time and lunchtime to ensure full access for disabled pupils and providing audio equipment for our hearing-impaired child.

Having three IIPs (Internal Inclusive Provisions) where children who cannot fully access the national curriculum have a bespoke curriculum. One that has a high focus on early communication for some of our Autist learners. A sensory provision for whole school access, a whole school approach to using visuals in every classroom and a whole school approach to both planned and ad hoc sensory breaks.

Identified children engage in a morning sensory circuit, bespoke and additional PE sessions focusing on sensory needs and the children's vestibular system.

Holding a 'Sports and Diversity' week each year to celebrate a variety of disabilities and differences. During this event, we invite accomplished athletes with disabilities to our school to share their sport and, more importantly, to inspire our children by showing that a disability should never prevent anyone from achieving their full potential.

Hosting an annual Autism acceptance day in school with Rochdale's NOTES Team where children from both secondary and primary schools in Rochdale are invited.

Access to the Physical Environment

At Greenbank, we strive to enable access to the physical environment for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

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- The school site complies with the Planning and Building Regulations: Part M.
- The school recognises that compliance does not guarantee that the site is accessible for pupils with complex needs and recognises the need to be anticipatory in terms of meeting future such needs
- Pupils with disabilities have good access to the majority of the school site, achieved by a long-term strategy of investment in building accessibility.
- School undertakes a full buildings accessibility audit every three years as part of the process of reviewing the Accessibility Plan.
- The Site Team, SENCO and Head teacher carry out a half termly/ termly walk around the site to review physical accessibility.
- School consults the following stakeholders around changes to improve access to the physical environment: pupils, parents/carers, specialist services, local authority.

Mobility and moving around School

- The majority of the school site is accessible to all pupils with disabilities, including those with physical disabilities who use mobility equipment such as a powerchair, manual wheelchair and walker.
- Pupils are able to access upper floors either independently or with support, using the lift.

- Staff encourage pupils with disabilities to move around the site as independently as is possible.

The **ground floor** of the school building is fully accessible (using some adjustments) to all of our disabled pupils at present and has had a number of adaptations in the last five years.

These include

- The installation of a ramp to the dining centre
- Marking of the steps
- The widening of doors
- Provision of slow closures on the internal doors
- The provision of changing facilities with a hoist
- Three ground floor accessible toilets (one suitable for adults)
- The allocation of disabled parking

Access to the school hall and library is via an external ramp.

The **first floor** is now fully accessible to children, staff and visitors with mobility issues via a lift and this houses our Years 4, 5 and 6 classes and toilets. There are two Evac chairs installed, one on each staircase, to facilitate the evacuation of disabled children, staff or visitors. There is an additional accessible toilet on the first floor, with changing facilities.

Risk Assessment For an individual pupil with disabilities, access to the site is supported by a comprehensive risk assessment that covers the following indoor and outdoor environment areas of the school:

- access to the site
- reception/ main entrance
- the pupil's route into school
- classrooms
- intervention areas
- calm spaces and withdrawal areas
- corridors
- dinner centre
- hall
- toilets
- outdoor pathways
- outdoor playgrounds
- outdoor playing fields/ multi-sports areas

We have identified the following to continue to make school more accessible:

- A handrail is required for the ramp leading down to the dinner centre/hall.
- The field to the rear of the school needs the circular path to be accessible to wheelchair users

Other areas that we are concentrating on in order to enhance the teaching and learning opportunities for all children who have disabilities, include:

- Increasing the number of children with disabilities that access our after school club provision

- How we can enhance our ICT provision further to enhance learning opportunities for our disabled pupils
- Improving parental, staff and community access to school policies and other forms of communication both in terms of EAL but also for parents, staff and members of the community who are disabled and may require adaptation.

Access to Information

At Greenbank, we strive to enable access to information for pupils with a disability.

Our school ensures that delivery of information, such as letters, information about the school/school events and the website are accessible to pupils, staff, parents and visitors with disabilities.

The following statements outline the range of strategies we use to help achieve this:

- The school has invested in the 'Widget' software to support the efficient creation of symbol-based materials and resources, enhancing accessibility alongside written information.
- The school is committed to providing information in a range of alternative formats, including translated materials, visual supports, and symbol-based resources.
- The school clearly communicates how individuals can request information in additional accessible formats—such as Braille, signing, audio, or video—and ensures that such provision is made within a reasonable timeframe.
- The school makes effective use of digital platforms to disseminate information in varied formats, including ARBOR, social media channels (such as X), and Tapestry.
- The school ensures the availability of interpreters for key events, such as parents' evenings and meetings, including the provision of British Sign Language (BSL) interpreters for individuals with hearing impairments.
- Our website includes an accessibility button designed to ensure that all visitors can navigate and enjoy our content with ease. By selecting this feature, users can adjust settings such as text size, contrast, and reading support to suit their individual needs. The accessibility menu also allows users to switch the site into a language of their choice, making our content easier to understand for everyone. We are committed to creating an inclusive online experience, and our accessibility tools help remove barriers so all visitors can access information comfortably and confidently.

Area 1: To increase the extent to which pupils with disabilities can participate in the school curriculum

Target 1: All staff to use adaptive teaching approaches throughout the curriculum				
Action/ Strategies	Resource Implications	Timescale	Responsibility	Success Criteria
Staff to access training platforms to educate themselves on adaptive teaching approaches	Time set aside for research/training	Autumn term	SENDCo / All teaching staff	<ol style="list-style-type: none"> 1. Adaptive teaching strategies will be seen in the classroom 2. Children will feel confident using the strategies 3. The academic gap will begin to close
Adaptive teaching strategies will be highlighted in teacher planning	Extra paper trail	ongoing	Teachers	
Resources will be purchased if needed	Cost of equipment	ongoing	Business manager	
Evaluate the effectiveness of provision of equipment.	Time set aside for SENCO to meet class teacher and TA support team for evaluation and review.	After two terms	Pupil, SENCO, Teachers	
Target 2:				
Target 3:				

Area 2: To improve the physical environment of the school to ensure disabled pupils can access all benefits, services and facilities offered by the school

Target 1: To improve the accessibility for people with a physical need				
Action/ Strategies	Resource Implications	Timescale	Responsibility	Success Criteria
Handrails on both side of the stairs leading to the hall/library.	Costing of the handrail and fitting	Within the financial years 25/26 - Complete	Business / site Manager	1. Feasibility established. 2. Specifications, plans and quotes received and reviewed. 3. Handrails in place and in use by all pupils. Handrail conform to building regulations. 4. Completed in school holidays with no disruption to teaching and learning.
Research options for an additional handrail	Time set aside for SENCO to meet Site Manager and Business Manager		Business / site Manager	
Site and Business Manager commission tenders from contractors.	Time set aside for Business Manager to coordinate this. Costs established and agreed.		Business / site Manager	
Building work is planned and coordinated to be minimally disruptive to the running of the school.	Time set aside for Site Manager to coordinate with builders to implement during school holidays		Business / site Manager	
Target 2:				
Handrails going down the ramp to the hall/dinner centre	Costing of the handrail and fitting	Within the financial years 26/27	Business Manager	
Research options for handrails	Time set aside for SENCO to meet Site Manager and Business Manager		Business / site Manager	
Site and Business Manager commission tenders from contractors.	Time set aside for Business Manager to coordinate this. Costs established and agreed.		Business / site Manager	

Building work is planned and coordinated to be minimally disruptive to the running of the school.	Time set aside for Site Manager to coordinate with builders to implement during school holidays		Business / site Manager	
Target 3:				
Accessible open release door to the main entrance	Costing of the handrail and fitting	Within the financial years 27/28	Business Manager	
Research options for power assisted doors	Time set aside for SENCO to meet Site Manager and Business Manager		Business / site Manager	
Site and Business Manager commission tenders from contractors.	Time set aside for Business Manager to coordinate this. Costs established and agreed.		Business / site Manager	
Building work is planned and coordinated to be minimally disruptive to the running of the school.	Time set aside for Site Manager to coordinate with builders to implement during school holidays		Business / site Manager	

Area 3: To improve the delivery of information to disabled pupils and the wider community so information is available equally to all pupils and the wider community

Target 1:				
Action/ Strategies	Resource Implications	Timescale	Responsibility	Success Criteria
To invest in a website that is accessible to all				
To research other schools websites				
To cost different websites				
Target 2:				
Target 3:				

Part 5. Sources of Information

For guidance on completing this section refer to page 27 in the pdnet Accessibility Planning Toolkit. You may also wish to refer to the case study example on page 47.

Sources of information

A variety of sources of information have been used to develop this Accessibility Plan:

- Views from consultations with stakeholders
- The pdnet Self -Evaluation Tool summary
- Building Regulations Audit Report
- An in-house pdnet Accessibility Audit for the Physical Environment summary with SENDCo, Headteacher and Site Manager
- Advice from NOTES (Neurodivergent Outreach Team for Education Support) through an Autism Friendly audit
- Pupil voice
- Parent/carer views through our new child introductions.

At Greenbank Primary School to comply with the Online Safety Act 2023, we ensure the following mandatory elements are in place;

- *Network Connect and Microsoft Firewall ensure we are compliant with regard to age appropriate monitoring and filtering.*
- *This includes alerts from Network Connect being reported, logged and kept up-to-date.*
- *Our link Governor for Safeguarding, E-Safety, Filtering and Monitoring and Designated Safeguarding Lead (DSL) are aware of monitoring and filtering controls, policies and compliance.*
- *Children are taught how to identify and report harmful content as part of our curriculum.*
- *Staff receive relevant and on-going training relating to safeguarding and E-Safety.*