Greet Primary School

There are no limits to what we can achieve.

Accessibility Plan

2025-28

Approved by:	Chloe Williams	Date: 20/09/2025
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Next review due by:	September 2028	

Contents

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.

Greet Primary School is fully committed to ensuring that all pupils, regardless of ability or need, can achieve and access the full curriculum. We are an inclusive school that celebrates diversity and promotes equal opportunities for every child. Guided by our school motto, *"There are no limits to what we can achieve,"* we strive to remove barriers to learning and create an environment where every pupil can thrive. Our core values – *Work Hard, Be Kind, Make Good Choices* – underpin our approach to accessibility, ensuring that all children are supported to reach their full potential in a respectful, nurturing and empowering setting.

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 pupils, parents/carers, 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 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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability.	➢ Our school offers a differentiated curriculum for all pupils. ➢ We use resources tailored to the needs of pupils who require support to access the curriculum inc. widget symbols, multi-sensory resources. ➢ Curriculum progress is tracked for all pupils, including those with a disability. ➢ Targets are set effectively and are appropriate for pupils with additional needs using agreed Birmingham Toolkits. ➢ The curriculum is monitored and reviewed half termly to make sure it meets the needs of all pupils. ➢ Annual training provided to teaching staff regarding supporting pupils with specific conditions. ➢ All pupils with a SEND have IEPs with clear targets in place. These are shared with parents and reviewed termly.	**SHORT TERM** **Representation in Curriculum Resources** Ensure teaching materials include diverse examples of people with disabilities to promote inclusion and positive role models. **Raise Awareness** Deliver assemblies, workshops, and staff training to raise awareness of different disabilities and promote empathy and understanding across the school community. **Pupil Voice** Increase opportunities for pupils with disabilities to share their experiences and feedback through school councils, surveys, and informal discussions.	**Curriculum Representation** • Audit current curriculum resources to identify gaps in disability representation. • Source and integrate books, videos, and lesson materials featuring people with a range of disabilities. • Celebrate disability awareness days. **Raise Awareness** • Organise whole-school assemblies on different types of disabilities. • Provide staff with short CPD sessions on inclusive language and disability awareness. **Pupil Voice** • Introduce regular pupil feedback sessions, including pupils with SEND. • Include pupils with disabilities in school council or leadership roles.	SLT YGLs SENDCO	End of academic year 2025/26	**Curriculum Representation** • At least **one resource per subject area** includes examples of people with disabilities. • Pupils can identify and discuss **positive representations** of disability in lessons. **Raise Awareness** • All staff have attended at least **one disability awareness CPD session**. • Pupils demonstrate improved understanding through **assemblies, discussions, or PSHE activities**. • School displays and newsletters reflect inclusive messaging and disability awareness. **Pupil Voice** • Pupils with disabilities have participated in **at least one feedback activity** (e.g. survey, focus group). • Feedback from pupils is **recorded and acted upon** in school planning.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
		MEDIUM TERM **Flexible Groupings in Classrooms** Encourage teachers to use varied grouping strategies (e.g., mixed ability, interest-based, peer support) to allow pupils to work in ways that suit their strengths and learning styles.	• Provide staff training on grouping strategies that support diverse learning needs. • Encourage use of pupil strengths (e.g. visual, verbal, practical) when forming groups. • Monitor and review grouping practices through lesson observations and pupil feedback.	SLT YGLS SENDCO Class teachers	End of academic year 2026/27	• Teachers regularly use **varied grouping strategies** in lesson planning. • Lesson observations show pupils working in **groups that reflect their strengths**. • Pupil feedback indicates increased engagement and comfort in group work.
		LONG TERM **Assistive Technology Integration** Invest in and embed the use of assistive technologies (e.g., speech-to-text tools, reading pens, tablets with accessibility apps) to support pupils with disabilities in accessing the curriculum independently.	• Conduct a needs assessment to identify pupils who would benefit from assistive tech. • Invest in tools such as reading pens, tablets with accessibility apps, and speech-to-text software. • Train staff and pupils in the effective use of assistive technology. • Evaluate impact through progress tracking and pupil feedback.	SENDCO Digital Lead	End of academic year 2027/28	• A minimum of **two types of assistive technology** are available and in use. • Identified pupils are using assistive tech **consistently and effectively**. • Staff and pupils have received **training** on how to use the technology. • Progress data shows **improved access or attainment** for pupils using assistive tech.

| Improve and maintain access to the physical environment. | The environment is adapted to the needs of pupils as required. This includes:

➢ Ramps to access all buildings
➢ Lift to gain access to upper floor of Middle Phase building
➢ Corridor width n Lower and Middle Phase is wide enough for wheelchairs
➢ Disabled parking bay in the car park
➢ Disabled toilets and changing facilities in all three school buildings | **1. Accessible Toilets and Hygiene Facilities**

Maintain and upgrade accessible toilets with appropriate fixtures (e.g. grab rails, emergency pull cords).

2. Outdoor Areas and Playgrounds

Ensure playground surfaces are even and accessible for wheelchair users.

Provide inclusive play equipment suitable for children with physical disabilities.

Create quiet or sensory-friendly outdoor spaces. | **Accessible Toilets and Hygiene Facilities**

• Conduct a facilities audit to assess current accessibility features.

• Install or upgrade: grab rails, emergency pull cords, non-slip flooring, accessible sinks and hand dryers

• Schedule regular maintenance checks to ensure functionality.

• Provide staff training on supporting pupils with hygiene needs respectfully and safely.

Outdoor Areas and Playgrounds

• Assess playground surfaces for uneven areas and repair where needed.

• Install inclusive play equipment.

• Designate and develop quiet or sensory-friendly zones with calming features.

• Involve pupils with disabilities in the design process to ensure their needs are met.

• Review supervision plans to ensure staff are aware of accessibility needs during outdoor play. | HT

DHT

Site Team

School Business Manager

SENDCO | End of academic year 2027/28 | • Accessible toilets are fully functional and regularly maintained.

• Playground surfaces are safe and accessible for wheelchair users.

• Inclusive play equipment is installed and used regularly.

• Quiet/sensory outdoor spaces are available and used by pupils who need them. |

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability.	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations	**SHORT TERM** **Develop Staff Skills in Accessible Communication** Train staff in using inclusive communication strategies (e.g. Makaton, visual timetables, simplified instructions). Provide CPD on adapting materials for pupils with specific needs (e.g. dyslexia, visual impairment).	• Audit staff training needs related to inclusive communication strategies. • Organise CPD sessions. • Create a resource bank of adapted materials and templates for staff to use. • Invite external specialists (e.g. speech and language therapists) to deliver workshops. • Monitor implementation through lesson observations and pupil feedback.	SLT SENDCO	End of academic year 2025/26	• At least 90% of teaching staff complete CPD on inclusive communication strategies. • Staff are observed using visual timetables, simplified instructions, and inclusive language in lessons. • Staff report increased confidence in adapting materials for pupils with specific needs (via surveys or feedback). • Pupils with communication needs show improved engagement and understanding in lessons. • A shared resource bank of adapted materials is created and accessed regularly by staff.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
		MEDIUM TERM **Promote Pupil Independence** Teach pupils how to access and use information independently using tools and strategies suited to their needs. Encourage self-advocacy and choice in how they receive and engage with information.	• Teach pupils how to use assistive tools (e.g. reading pens, tablets, visual schedules). • Embed independence strategies into lessons (e.g. choice boards, self-checklists). • Create personalised access plans for pupils with specific needs. • Encourage self-advocacy by helping pupils express how they learn best. • Celebrate independence milestones through rewards or recognition systems.	SLT SENDCO YGLs Class teacher	End of academic year 2026/27	• Pupils with disabilities are able to independently access learning materials using tools and strategies taught. • Pupils demonstrate self-advocacy by expressing preferences for how they receive information. • Teachers report increased pupil confidence and independence in accessing tasks. • Personalised access plans are in place for all pupils who need them. • Independence strategies (e.g. choice boards, checklists) are visible and used in classrooms.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
		LONG TERM **Improve Access to School Information** Ensure newsletters, timetables, and notices are accessible to pupils and families with disabilities. Provide translated or simplified versions where needed. Use digital platforms that support accessibility features (e.g. screen reader compatibility).	• Review current school communications (newsletters, timetables, notices) for accessibility. • Adapt materials into: simplified language versions; translations for families with EAL; large print or audio formats where needed. • Ensure digital platforms (e.g. school website, parent portal) support accessibility features like: screen reader compatibility; adjustable text size and contrast. • Consult families with disabilities to identify barriers and preferences. • Establish a regular review cycle to keep materials accessible and up to date.	Digital Lead	End of academic year 2027/28	• All school newsletters and notices are available in simplified and/or translated formats. • School website and digital platforms meet accessibility standards (e.g. screen reader compatibility, adjustable text). • Families with disabilities report improved access to school information (via surveys or feedback). • Office/admin staff are trained in producing accessible communications. • A system is in place to regularly review and update accessible formats.

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 Head teacher and school Leadership Team including SENDCO.

It will be approved by the 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 (SEN) information report

> SEND policy

> Supporting pupils with medical conditions policy