



# Accessibility Plan

At Greasley Beauvale Primary and Nursery School, the Governors recognise the importance of ensuring equal opportunity for all children and adults. The Governors will continue to ensure that this is an essential element of all school policies and actions.

The right to develop, learn and work in an environment free from discrimination is implicit in our school's ethos and embodied in its Vision.

## **Our Vision:**

At Greasley Beauvale Primary and Nursery School, our vision is for everyone to **reach their true potential, nurture their talents** and foster a personal **love of learning** through a **safe, engaging and challenging curriculum**. **We take notice of each other** and **strive to be healthy and happy in body and mind**. We **champion physical, emotional and mental wellbeing** to **promote the best outcomes for everyone** to **build a healthy future together**.

*At Greasley Beauvale Primary and Nursery School, you are “**Learning for Life**” to “**Paint Your Own Rainbow**”*

This latest update of this policy: November 2025.

Governing Body approval through National College policy management: November 2025.

Date of next review: November 2028

Signed: \_\_\_\_\_ (Chair) Date: November 2025

Nominated SLT member responsible for policy: Taryn Manson

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## **1. Statement of intent**

Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a child with disabilities faces in comparison with non-disabled children

This plan outlines how Greasley Beauvale Primary and Nursery School aims to increase access to education for children with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment and information).

The purpose of the plan is to:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable time frame

Our school aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind. Inclusion and equality of opportunity are at the heart of Greasley Beauvale Primary School. It is our mission to ensure each child in our school is supported and encouraged to meet their full potential throughout all areas of school life; we will endeavor to make reasonable adjustments to remove any identified barriers to accessing the curriculum and school building in conjunction with advice from the local authority.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities;
- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers;
- undertake reasonable adjustments to enable staff to access the workplace.

The school supports any available partnerships to develop and implement the plan, seeking advice from the local authority's schools and family specialist services and the physical disability team.

## **2. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Human Rights Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- DfE (2014) 'The Equality Act 2010 and schools'
- The Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Behaviour Policy
- Data Protection Policy
- Equality Information and Objectives Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities and Information Report Policy
- Supporting Pupils with Medical Conditions Policy

### **3. Definitions**

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.

### **4. Roles and responsibilities**

**The governing body will be responsible for:**

- ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan;
- approving this plan before it is implemented;
- monitoring this plan.

**The Head Teacher will be responsible for:**

- ensuring that staff members are aware of children's disabilities and medical conditions;
- establishing whether a new child has any disabilities or medical conditions which the school should be aware of;
- consulting with relevant and reputable experts if challenging situations regarding children's disabilities arise;

- working closely with the governing body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

**The SENDCo will be responsible for:**

- working closely with the Head Teacher and governing body to ensure that children with SEND are appropriately supported;
- ensuring they have oversight of the needs of children with SEND attending the school and advising the Head Teacher in relation to those needs as appropriate.

**Staff members will be responsible for:**

- acting in accordance with this plan at all times;
- supporting disabled children to access their environment and their education wherever necessary, e.g., by making reasonable adjustments to their practice;
- ensuring that their actions do not discriminate against any child as a result of their disability.

## 5. Contextual information

It is important to note that each school varies in context and this should be taken into account when thinking about how the school approaches maximum accessibility.

The current building was completed in 2011. Key features of the building include:

- **Single-site layout:** Designed to house both nursery and primary pupils (ages 3–11) in one integrated setting.
- **Modern classrooms:** Equipped with interactive whiteboards, most have a sink with running water and most have doors directly to the exterior of the building
- **Nursery provision:** Dedicated early years area for children aged 3 and above.
- **Accessible design:** Includes ramps, wide corridors, a lift and 3 accessible toilets.
- **Outdoor learning spaces:** Playgrounds and green areas support physical development and outdoor education.

Most of the building is single story. There are 3 classrooms, 2 therapy rooms, a library, staffroom, staff PPA room, staff toilets and student toilets upstairs. To access the upstairs of the building, there are two stair wells and one lift.

The school field is raised and can be accessed via stairs or a ramp.

## 6. The current range of disabilities at Greasley Beauvale Primary and Nursery

Greasley Beauvale Primary School is proud to support a diverse pupil population, including children with a range of disabilities and medical conditions. These include, but are not limited to, Autistic Spectrum Condition (ASC), vision and hearing impairments, and physical motor difficulties.

We also support pupils with long-term health conditions such as asthma. All staff are aware of the children affected, and inhalers are stored securely in classrooms with usage recorded in line with school procedures.

Some pupils have allergies or food intolerances. Relevant information is shared with the catering team, and individual healthcare plans are created where necessary. These plans are securely stored on CPOMS and are accessible to all staff working with the named children.

The school has qualified First Aiders, including staff trained in Paediatric First Aid, ensuring that medical needs are met promptly and safely.

## **7. The Accessibility Plan**

The school's Accessibility Plan demonstrates how access will be improved for children, staff, parents and visitors to the school within a given timeframe. It will be presented as an appendix to this policy.

The Accessibility Plan is structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which disabled children and their families can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled children and their families to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled children and their families, in particular that which has already been produced for children and family members who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be November 2028. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The school will provide adequate resources for implementing plans, ensuring children are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the governing board and SENDCo annually.

## **8. Monitoring and review**

This policy will be reviewed every 3 years (but may be reviewed and updated more

frequently if necessary) by the SENDCo, Miss Taryn Manson, and updated in line with any changes to statutory guidance or legislation.

It will be approved by the governing body through the National College policy management system.

## 9. Action Plan

	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to be completed by</b>	<b>Success criteria</b>
<b>1</b>	<b>Access to curriculum</b> To ensure that the school develops children's awareness of disability.	Embed the weekly 'Inclusion' focus assembly	SENDCo team	July 2026	Children are more aware of a range of disabilities and are understanding and empathetic of the challenges that some may present
<b>2</b>	<b>Access to curriculum</b> Ensure all curriculum activities include scaffolding to meet the needs of children with SEND and those who are disadvantaged.	<ul style="list-style-type: none"> <li>Review and adapt medium-term planning to embed differentiation strategies.</li> <li>Provide CPD for teachers on inclusive teaching and Thinking School principles.</li> <li>Monitor lesson delivery through learning walks and book looks focusing on SEND provision</li> </ul>	SMT, SENDCo team, Curriculum Lead	Ongoing – as needs identified through M&E	Evidence of scaffolding to support teaching learning in all classes. Positive pupil voice feedback on curriculum accessibility.
<b>3</b>	<b>Access to curriculum</b> Enhance access to the curriculum by increasing the use of assistive technologies and tailored resources (including physical and concrete).	Regularly review individual pupil needs to update resource provision.	SENDCo team LA SEND team	Ongoing – based on monitoring of need	Increased use of assistive technology in classrooms. Positive impact on engagement and independence of disabled pupils.
<b>4</b>	<b>Access to curriculum</b> Embed Thinking Schools principles across the curriculum to enhance accessibility and participation for all pupils, including those with SEND and disadvantaged backgrounds, by developing their metacognitive skills, independence, and resilience in learning.	<ul style="list-style-type: none"> <li>Ensure lesson planning includes deliberate opportunities for pupils to reflect on their thinking, apply prior knowledge, and engage in problem-solving collaboratively.</li> <li>Use formative assessments to identify barriers to learning and adapt teaching approaches accordingly, ensuring high expectations for all pupils.</li> <li>Monitor and evaluate the impact of Thinking Schools approaches through learning walks, book looks, and pupil voice, with a focus on SEND and disadvantaged</li> </ul>	SMT, Curriculum Lead and SENDCo team	July 2027	<ul style="list-style-type: none"> <li>Increased pupil confidence and independence in learning, demonstrated through pupil voice and observation.</li> <li>Improved progress and attainment for SEND and disadvantaged pupils, narrowing gaps with peers.</li> </ul>

		pupils' engagement and progress.			
5	<b>Physical Environment</b> To ensure building upkeep/ maintenance takes account of accessibility requirements.	Maintain step edgings/outdoor ramps/ footpaths, hand rails into classrooms, ramps/ signs etc. to a good standard to secure ongoing suitable access	SENDCo, Headteacher, Health and Safety lead, Governors, LA habilitation team	Ongoing based on frequent observation and audit of the environment	Physical environment remains accessible for all users of the school building.
6	<b>Physical Environment</b> Ensure outdoor learning environments are fully accessible and inclusive for all pupils, including those with physical disabilities.	Adapt outdoor areas to include accessible pathways and sensory gardens. Train staff to facilitate inclusive outdoor learning experiences.	Headteacher, SMT, Maintenance team	Ongoing based on frequent observation and audit of the environment	Regular use of outdoor learning by disabled pupils. Observations and pupil feedback demonstrate inclusive participation
7	<b>Accessibility of Information</b> To ensure that parents/ carers who have a disability can receive and understand information and reports in a suitable format	School to identify potentially vulnerable parents or carers with disabilities and discuss with them ways to share information. School to ensure that communication platform used is accessible to all parents.	Admin staff, SENDCo team, class teachers	Ongoing, checked when child starts school	All parents are able access any information that is shared by school