



Greswold Primary School

Accessibility Plan

2026-2027

Audience	All Greswold staff Supply and temporary staff Governors Parents/Carers
Co-ordinated by	Inclusion Lead
Date written / reviewed	March 2026
Date of next review	March 2027
To be reviewed by	Inclusion lead
Associated Governing Body Committee	Curriculum and Inclusion

School vision statement

To provide an inclusive learning community where every child matters

Aims and Expectations

Our school aims to embed the principles of BRICKS:

- Belonging
- Respect
- Independence
- Curiosity
- Kindness
- Success

School aims

- *To provide a high standard of education in a stimulating, varied environment in which children can learn effectively;*
- *To create a caring atmosphere in which children are taught good citizenship, are happy and encouraged to act independently and foster self-discipline;*
- *To encourage the children to co-operate with, understand and care for others from all backgrounds and abilities, thus children are guided into responsibility not only for their own development but also that of the whole school family;*
- *To ensure that every child, whatever their ability, has the right and opportunity to attend our school with appropriate resources and support wherever possible, and to have access to a broad and balanced curriculum;*
- *To create, maintain and develop a physical and emotional atmosphere where children are stimulated to develop powers of observation and lively enquiring minds;*
- *To develop an understanding of decision-making and the need for rules, maintaining a continuous effort to improve standards for the general good and success of all.*

Greswold is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to promoting a culture of awareness, tolerance and inclusion.

The Legal Requirements

The Equality Act 2010 brought together a range of existing equality duties and requirements within one piece of legislation. The Act introduced a single Public Sector Equality Duty (PSED) or “general duty”; this applies to public bodies, including maintained schools and academies; Free Schools etc. It covers all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011.

The duty has three main parts. In carrying out their functions, public bodies (including educational settings) are required to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act,
- advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Equality Act 2010 (c. 15), - Part 6 of the Act applies to education.

Schedule 10 says: An accessibility strategy is a strategy for, over a prescribed period—

- (a) increasing the extent to which disabled pupils can participate in the schools’ curriculum;
- (b) improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The delivery of information in (c) must be: (a) within a reasonable time;

(b) in ways which are determined after taking account of the pupils’ disabilities and any preferences expressed by them or their parents.

Definition of Disability

A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. (Equality Act 2010). A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments.

It is important to note that because a pupil has a disability does not necessarily mean that he/she has special educational needs.

Definition of special educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has a learning difficulty or disability if he or she is likely to meet the definition above when of compulsory school age (or would be likely, if no special educational provision were made). (Children and Families Act 2014)

The Children and Families Act 2014 introduced changes to the way we work, with an emphasis on co-production – we must involve children, young people and their parents or carers in joint development of services as a whole and those specific services and packages that we put in place to meet an individual's needs. We have a duty to work within a multi-agency approach to: identify special educational needs or disability (SEND); assess SEND; ensure that those needs are met and that this improves outcomes for children and young people with SEND.

The joint commissioning of education, health and care provision for children and young people required by this legislation should lead to the development of more integrated packages of support which will enable children and young people with disabilities to access the curriculum and make the best progress possible.

All schools are responsible for providing a broad, balanced and inclusive curriculum for all pupils and in particular for pupils with disabilities or SEND. Parents and carers are key partners in developing support for children and young people with disabilities or SEN. Schools must work with both parents/carers and children/young people to identify appropriate outcomes for inclusion in their personalised plans.

Greswold Primary School Accessibility Plan 2026-7: Increase the extent to which pupils with disabilities can participate in the curriculum

Current Good Practice as shown as outcomes from accessibility Plan 2025-6	Objective	Actions to be taken	Person (s) responsible & timeframe	Outcome
Inclusive curriculum offer is sustained and enhanced with every aspect of the curriculum designed to cater for pupils with disabilities. Class teachers confidently plan and implement an inclusive curriculum and seek advice and assistance when necessary. Teachers make immediate and sustained curriculum adjustments due to rigorous transition. Staff CPD on how to use IT to further adapt their teaching. Inclusive ethos of the whole school is sustained with all pupils having comprehensive understanding of people and communities beyond their immediate experience. SEND and vulnerable pupils making progress as evidenced through Provision Map and Mosaic assessments. All out-of-school activities	In accordance with SIP, review effective curriculum delivery to ensure it meets the needs of all pupils.	Review curriculum implementation for pupils with SEND.	Matt Hornsey, Ben Hobbs, Kerrie Murphy, Kathryn Sullivan - ongoing	Inclusive curriculum offer is sustained and enhanced with every aspect of the curriculum designed to cater for pupils with disabilities.
		Continue to embed EDI and Nurture principles.	Anna Woodcock, Laura Beddow, Kathryn Sullivan, Russ Jones, Kerrie Murphy - ongoing	
	Ensure teaching and learning continues to meet the needs of a changing intake, enabling all pupils especially those with specific needs to make at least sufficient and sustained progress.	Continue to offer small group teaching for those pupils with dyscalculia from specialist teacher. RJ to complete Level 7 qualification.	Russ Jones ongoing	Teachers confidently plan and implement an inclusive curriculum and seek advice and assistance when necessary.
		Monitoring of how IT is used to support individual pupils and next steps identified	SLT ongoing	Teachers confidently plan and implement an inclusive curriculum and seek advice and assistance when necessary.
	Curriculum resources to include examples of people with disabilities and other specific needs.	Monitor assemblies for inclusion of themes, discussions and questions relating to people with disabilities.	Karen Scott Termly	Inclusive ethos of the whole school is sustained with all pupils having comprehensive understanding of people and communities beyond their immediate experience.
		Pursue Autism Champion programme and disseminate best practice	Vicki Powell - ongoing	
	Continue using additional tracking system for pupils on SEND register ensuring more manageability for staff.	SENDCos to offer CPD on Provision Map and regularly review provisions logged, adapting resources and staffing accordingly.	Kerrie Murphy Kathryn Sullivan ongoing	SEND and vulnerable pupils to make at least sufficient and sustained progress.
	Extra-curricular clubs,	Review of staffing to realistically	Abby Hall	All out-of-school activities are

are conducted in an inclusive environment with providers complying with all current and future legislative requirements. Participation in activities by all pupils remains consistently high.	inter-school competitions, educational and residential visits and Greswold Greyhounds continue to be accessible for all pupils.	meet needs in Greswold Greyhounds while providing a happy and safe environment for all in a financially secure manner	Jane Glover	conducted in an inclusive environment with providers complying with all current and future legislative requirements.
		Offer residential visits that are suitable for those with additional needs to access with reasonable adjustments made.	Stuart Iles Y4 visit lead Andrew Hobday Y6 visit lead Kerrie Murphy Kathryn Sullivan	
	Ensure teaching and learning reflects the needs of our diverse school community.	Disseminate learning to staff and pupils from EDI Champions programme.	Anna Woodcock Laura Beddow	Inclusive curriculum offer is sustained and enhanced with every aspect of the curriculum designed to cater for pupils with disabilities. Inclusive ethos of the whole school is sustained with all pupils having comprehensive understanding of people and communities beyond their immediate experience.
	EAL pupils to make at least sufficient and sustained progress across key stages.	Encourage new families to submit EAL status on induction.	Julie Smith	Inclusive ethos of the whole school is sustained with all pupils having comprehensive understanding of people and communities beyond their immediate experience.
		Additional provision and resources to be available for EAL pupils.	Laura Beddow EAL lead	
		Host EAL coffee mornings with topics based on parental need e.g. phonics	Laura Beddow EAL lead	

Greswold Primary School Accessibility Plan 2026-2027 Improve the availability of accessible information to pupils with disabilities

Current Good Practice	Objective	Actions to be taken	Person (s) responsible & timeframe	Outcome
All areas of the school site in some way meet the varied needs of a changing pupil population, in particular pupils with disabilities, SEND pupils and pupils with specific	Improve the delivery of information to pupils with a disability	Train new staff to use the sound loop system to continue to embed its use across the school.	Mark Chater – ongoing as staff join school	Learning environments meet the varied needs of a changing pupil population, in particular pupils with disabilities, pupils with SEND and pupils with specific needs

needs, e.g. ASD, SEMH, etc. EAL coffee mornings held supported by Community Outreach Team.	Maintain consistency in internal and external signage	Review internal signage for clarity. Maintain additional signage for Parent Consultation Evenings/Open Afternoon to aid parent/carer navigation around school.	Mark Chater Jennifer Chadderton ongoing	Pupils and their families are welcomed to Greswold.
	Support EAL pupils and families with communication both within school and between home/school.	Create a bank of resources to support EAL pupils/families. Promote translation option on school website.	Anna Woodcock Laura Beddow	Pupils and their families are welcomed to Greswold.
	Increase availability and use of visual timetables and first and next boards.	Provide training for new staff on importance of visuals for pupils with disabilities. Review total communication environments through learning walks/lesson observations.	Kerrie Murphy Kathryn Sullivan SLT ongoing	Learning environments meet the varied needs of a changing pupil population, in particular pupils with disabilities, SEND pupils and pupils with specific needs

Greswold Primary School Accessibility Plan 2026-2027: Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.

Current Good Practice	Objective	Actions to be taken	Person (s) responsible & timeframe	Outcome
All areas of the school site in some way meet the varied needs of a changing pupil population, in particular pupils with disabilities, SEND pupils and pupils with specific needs, e.g. ASD, SEMH, etc. Outdoor gym equipment in regular use. KS1 trim trail repaired and in	Further develop external and internal spaces to meet the social, emotional and sensory needs of pupils.	Identify other areas around school for possible pastoral use and allocate provision, e.g. outdoor courtyards, breakout spaces: Quiet zones at lunchtime KS2 quadrants	SLT ongoing	Areas of the school site are adapted to meet the varied needs of a changing pupil population, in particular pupils with disabilities, SEND pupils and pupils with specific needs, e.g. ASD, SEMH, etc.

regular use. Footpath and crossing in place for improved pedestrian access. Kerbs of relevant spaces painted.	Increase the opportunity for high quality play at lunchtimes.	Explore different approaches to lunchtimes to enhance experiences for children.	SLT Spring/Summer 2026	Pupils enjoy a range of activities at lunchtimes.
	Increase access to intervention spaces to support pupils in their learning.	Develop Y4 outside area into 'The Burrow'.	SENDCos Autumn 2025. Review as needed.	Areas of the school site are adapted to meet the varied needs of a changing pupil population, in particular pupils with disabilities, SEND pupils and pupils with specific needs, e.g. ASD, SEMH, etc.
	Improve access into school especially footpaths, filling in of pot holes and improving wheelchair access.	Site maintenance to ensure accessibility.	Site Manager and Facilities Committee	All pupils and visitors with additional needs can access the site safely and without needing to pay additional attention to those without additional needs.
	Improve accessibility for pupils with visual impairments.	Paint kerbs of relevant elevated surfaces and add contrast to awning supports to make them more visible and, therefore, less hazardous.	Site team September 2025	Pupils are able to safely navigate external spaces in school.