



GLENFIELD PRIMARY SCHOOL

Accessibility Plan

Date reviewed: September 2026

Accessibility Plan

At Glenfield Primary School, we are committed to providing an inclusive, welcoming environment where every child is supported to reach their full potential. Our values reflect a belief in high expectations for all, and a determination to remove barriers to learning and participation wherever they exist.

We believe that every member of our school community is important and should be recognised, respected, and included. We work hard to ensure that no child is ever overlooked — celebrating individual strengths, recognising all forms of learning, and nurturing personal success.

Our aim is to promote a culture of care, trust, and respect where all pupils, including those with disabilities or additional needs, feel safe, valued, and empowered. We are committed to fostering confidence, building self-esteem, and enabling lifelong learning for all.

This Accessibility plan sets out how we meet our legal and moral duties to ensure equal access and opportunity for everyone in our school community.

Rationale

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body.

At Glenfield Primary School, the plan will be monitored by the Headteacher and evaluated by the Governing Body. The current Plan will be appended to this document.

Aims

Glenfield Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Glenfield Primary School Accessibility Plan relates to:

- The physical environment
- Curriculum access
- Access to information

Management, Coordination and Implementation, and Review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the trust and Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.
- We make links with other schools to share best practice through regular network meetings and other communications as needed.

Links with Other Policies

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Educational Visits Policy

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs, these will be dealt with, in the first instance, by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

Financial Planning and Control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Improving the Physical Environment

Statement	Evidence	Any action required
The layout of areas such as classrooms, hall, reception, playground & field allows access for all pupils. Pupils and adults who use wheelchairs can gain access to all parts of the outer aspects of the school.	Ramps to playgrounds. Automatic entrance doors. Wheelchair-friendly reception. School on one level throughout.	
Shower and changing facilities in place in the building,	Room in main corridor is accessible.	
Disabled Toilet available in front entrance and in both school corridors.	All accessible	
Pathways around school are safe. There are no steps.	Side gate near Y4 is opened to reduce congestion at beginning and end of the school day.	
Parking arrangements for all are logical and safe.	Clearly marked disabled parking bays by main entrance to the building – one beside Headteacher parking space, second is the first parking bay in the staff car park.	
Emergency and evacuation systems inform all pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult. Risk assessments / Evacuation Plans in place when required for specific children	
School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	Neutral scheme to classroom displays from September 2023 and classrooms organized/decluttered to reduce sensory/cognitive overload	When school is redecorated, advice regarding best colour scheme to meet the needs of pupils with visual impairment, autism or epilepsy, will be sought from appropriate SEN Service and advisors.
All areas are well lit.	Audited by H&S.	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff seat hearing-impaired pupils appropriately. All classes are fully carpeted in the main work/teaching area. Specialist audio equipment in place for Hearing Impaired students.	Refurbishment or reconsider classroom allocations as appropriate at the start of each year.
Furniture and equipment selected, adjusted and located appropriately, e.g low-level sinks, writing slopes, wedge support etc	Appropriate furniture/accessories on loan from Occupational Therapy as appropriate.	

Improving Curriculum Access

Statement	Evidence	Any action required
Teachers and TAs have the necessary training to teach and support pupils with a specific learning disabilities and have access to specialist teachers and external agencies for information and advice.	INSET records for individual and whole-school training; CPD information for staff. Outreach provision from external agencies	Regular SEN Staff Meetings updating advice. On-going CPD on aspects as needed e.g. Autism
Appointment of TAs to work closely with physically disabled pupils as required in EHCP's	TA appointed in school assigned to pupils as stated by EHCP plan.	Review deployment annually
Pupils with SEMH difficulties are supported in school.	Close liaison with Education Psychologist. Passports/IBP in place and shared with parents Support sought from external agencies e.g. Oakfield	Appointment of additional TAs hours for specific needs as required
Classrooms are optimally organised to promote the participation and independence of all pupils	Classroom space is appropriate and staff consider the best arrangement of furniture to improve accessibility and to accommodate necessary equipment. Use of visual timetables in classrooms.	Consider year group classroom changes to best meet the needs of pupils.
Lessons provide opportunities for all pupils to achieve, i.e. use of universal scaffolds, through adaptive teaching, and include work to be completed by individuals, pairs, small groups and TA supported	Lesson observation records. Action plans Lesson Plans Passports	Further develop adaptive teaching strategies across different areas of the curriculum
Staff identify and plan for pupils with specific learning difficulties so that the most appropriate to support is in place.	All staff aware of needs & detailed in planning/passports Appropriate training as required both with and from external agencies Additional meetings between SENCO and parents/teachers/TAs each term.	Staff meetings and training regularly planned to raise teacher awareness. SENDCo to keep individual staff informed and induct new staff Pupil page profile (EHCP) accessible to staff
IT equipment to be adapted for hearing impairment	Specialist equipment purchased as appropriate for individual children's needs.	Links with Specialist Advisory Support Service as needed.
School visits are accessible to all pupils, regardless of attainment or impairment. Extracurricular activities are planned to ensure	See Educational Visits policy – consultations with parents as appropriate. ALL risk assessments include info re. disabled pupils.	Adjustments as required.

accessibility for all pupils	H&S policy	
All staff have high expectations for all pupils.	Lesson Observations, tracking and target setting in place.	Subject leaders to ensure staff are aware of what adaptations need to be made for accessibility
All staff strive to remove barriers to learning and participation and value pupil voice.	Lesson observations, Passport Reviews, School Council, Pupil survey.	Continuing CPD

Access to Information

Statement	Evidence	Action Required / When?
Staff are familiar with technology and strategies to assist pupils, parents and carers with disabilities, e.g. positioning in class when talking to a hearing-impaired learner.	External advice given by specialists. Lesson observations.	Staff meetings to discuss when needs arise On-going CPD to ensure most up-to-date support and advice is accessed.
The school liaises with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Parent Officer work with parents and external agencies.	As required
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g. by reading aloud, using presentations etc	IWB used in every class All staff read aloud & for parents who cannot read, information can be read to them. Separate report can be requested to be sent if a parent does not live at same address. PowerPoint Presentations used at workshops and parents' meetings. Website updated regularly and fortnightly newsletter sent to all parents Parent officer support for parents including translation as required. New large screen in hall used in assemblies Resources are dual-coded and images and diagrams are used alongside text where appropriate.	Monitoring continued to ensure classroom environments provide pupils with the information they need in a clear manner, which is not overloaded.