



Accessibility Plan 2025-28



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1. Aims and values

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 Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Trust has developed a vision, mission and values that are consistent with the Equality Act 2010: -

- Our vision is to inspire all (children, colleagues, parents) to be happy and become the best they can possibly be.
- Our mission is to accelerate progress and educational attainment, build effective social skills, broaden experiences for children in order to raise aspirations for all on the journey 'towards better outcomes'.
- Our values are to: -
 - Respect – we will treat all with respect.
 - Excellence – we will strive for excellence in all that we do and drive up standards and deliver outstanding teaching and support.
 - Enthusiasm – we will enthusiastically encourage, support and help all to be the best they can possibly be.
 - Working Together – we will work together and with partners, parents and the community to inspire our pupils and each other.
 - Belief – we believe that every child has intrinsic value, is capable of changing and growing and is naturally motivated to learn.
 - Safe – we will deliver a learning environment that is positive, happy and where children feel safe and able to learn.
 - Resilience – we will be innovative and adaptable to change to meet the needs of our pupils and the development of our colleagues.

Our Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust supports any available partnerships to develop and implement the plan.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff, academy committee members and directors.

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

The Norfolk Accessibility Self Evaluation Framework has been used as a tool to support us in determining the accessibility of our offer. The outcomes from this process have been used to write our accessibility plan.

Greenpark Academy accessibility plan can be found at Appendix 1.

The plan is split in to 3 sections: -

Access to the curriculum	Delivery of information	Communication
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This action plans sets our aims in accordance with the Equality Act 2010.

4. Policy availability and raising a concern

This plan will be made available online on the academy websites, and paper copies are available upon request.

Our Trust’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the academies within the Trust, the complaints procedure sets out the process for raising these concerns.

5. Monitoring arrangements

This document is reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the CEO. It will be approved by board of directors.

6. 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 reports – Greenpark Academy
- SEND policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility action plan – Greenpark Academy

1. Aim – To increase access to the curriculum for pupils with a disability				
Current good practice				
<ul style="list-style-type: none"> • Our academy offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 				
Objective	Action	Person responsible	Completion data	Success criteria
To ensure that pupils are given the opportunity to learn about and discuss a range of needs and disabilities	<ol style="list-style-type: none"> 1. PSHE Lead to review curriculum content 2. Class teachers to deliver lessons on: - <ul style="list-style-type: none"> • ‘differences’ • How pupils can support others 	Class teachers (through planning) PSHE lead	Ongoing	Through discussion and in their interactions with others, pupils demonstrate that they have an understanding of the needs and disabilities of others around them and appreciate ways in which they can support peers with needs and disabilities.
To ensure that the curriculum is accessible to all pupils.	Leaders to review the use of resources and consider whether they are used effectively to support all pupils.	Headteacher SENCO Class teachers	Ongoing as and when the need arises	<ul style="list-style-type: none"> • Curriculum resources are available to support specific needs. • All pupils are involved fully in the curriculum.
To ensure that staff receive training and knowledge to support children with specific needs.	Appropriate training to be sought and provided as required for specific disabilities and or medical conditions.	SENCO in conjunction with appropriate outside agencies	Ongoing	Staff are confident in fully supporting pupils with specific needs.

2. Aim – To improve the delivery of information to pupils with a disability and their parents				
Current good practice Our academy uses a range of communication methods to make sure information is accessible. This includes: internal signage, large print resources, visual timetables, pictorial or symbolic representations				
Objective	Action	Person Responsible	Completion date	Success Criteria
To ensure that relevant information is shared effectively with pupils, parents and the wider community	<ol style="list-style-type: none"> Staff to review the information to be shared and consider whether it will be accessible to all stakeholders. Make changes as required Governors to undertake a review of the effectiveness of communication Headteacher/SENCo to monitor the format and content of information provided to ensure that it is as accessible as possible. 	Headteacher Class teachers Academy office	Ongoing	All communication is accessible to all.
To maintain and/or strive to improve communication with all pupils and the wider community.	<ol style="list-style-type: none"> Undertake an audit to ensure that the website and other information sources are clear and as user-friendly as possible. Make changes as required. 	Academy office Headteacher	Ongoing	Information is readily available and in a format which is accessible to all
Parents to be aware of the local agencies they can access to support them and their children.	<ol style="list-style-type: none"> SENCo to ensure information is readily available for parents. SENCo and other staff to sign post/refer parents as needed. 	SENCO	Ongoing	Parents are signposted to the help they need quickly.
To establish and maintain close liaisons with outside agencies for pupils with ongoing accessibility needs.	<ol style="list-style-type: none"> SENCo and Headteacher to liaise with key personnel, e.g. SENCo, Physiotherapist, Occupational Therapist, school nursing team, Educational Psychologists, SEMH Team, ALST, EP's Virtual School for Sensory Support, Early Help and practitioners, parents etc. 	Headteacher SENCO	Ongoing	Links with external agencies are established and effective.

3. Aim – To improve and maintain access to the physical environment				
Current good practice The environment is adapted to the needs of pupils as required. This includes:				
<ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 				
Objective	Action	Person Responsible	Completion date	Success Criteria
To ensure that academy decoration, displays and colour schemes are appropriate for all pupils.	When selecting colours/patterns, the needs of children with medical conditions, e.g. epilepsy, or with visual impairments are considered.	SENCO Headteacher	Ongoing and reviewed annually	<ul style="list-style-type: none"> • Staff know how displays and colours can affect individuals • Colours/patterns are chosen appropriately.