



# Greenhill Academy- Accessibility Plan 2023-2027

## **Mission statement**

“Achieve, Believe, Succeed”.

Our mission statement “Achieve, Believe, Succeed” reflects our ethos and beliefs. We aim to ensure that the children at our Trust are provided with high quality learning experiences based on a broad and balanced curriculum. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life.

We believe that education should take place in a fully inclusive environment with equal opportunities for all.

Greenhill Academy 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, cultural and language needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

## **Purpose of plan**

This Accessibility Plan shows how access is to be improved for disabled children, staff, parents and visitors to the academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate needs where practicable.

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. In addition, the Trust seeks to make all aspects of our premises, provision and information fully accessible to all. The plan also ensures we are compliant with the Equality Act (2010) and building regulations 2015 (part M)

The plan will be reviewed at least annually during the summer term and revised to reflect on-going needs and plans.



The Accessibility Plan at Greenhill Academy has been developed and drawn up based upon information supplied by a number of sources including parents, staff, pupils, and other outside agencies.

## **Aim**

The academy's accessibility plans are aimed at:

1. Increasing the extent to which all pupils but particularly those with a disability can access and participate fully in the school's curriculum. This covers teaching and learning, including remote and blended learning systems and support and the wider curriculum of the school such as participation in after-school clubs, special events and cultural activities or school visits.
2. Improving access to the physical environment of the school. This covers changes to the physical environment of the school and physical aids including assistive technology, to access learning.
3. Improving the provision of information to all. This will include planning to make the written and verbal information provided by the school to all stakeholders more accessible.

## **Definition of SEND**

'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 a disability if he or she:

- has 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 making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

(SEND code of Practice 2014)

Disability is defined as follows by the Disability Discrimination Act 1995:



'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.' (SEND code of Practice 2014)

### **The Equality Act 2010**

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' (SEND code of Practice 2014)



The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

- The Behaviour Policy.
- The Special Educational Needs policy
- Equality & Diversity Policy
- Curriculum Policies
- Critical Incidents Policy
- Health and Safety Policy
- Admission Policy
- School Prospectus
- The Local Offer
- Academy Development Plan

### **Audit of existing provision**

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities. The plan is based on an audit completed by academy leaders under each of our 3 aims.

### **Improving Curriculum Access and Participation**

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.
- Liaising with external services and agencies regarding individual pupils (sensory, learning, behaviour).
- All staff are given professional development as needed to teach and support children with physical disabilities or additional needs through school INSET, capacity building within



teams, external courses and through The Harmony Trust multi-disciplinary team (MDT) and The Harmony Trust Development Team input.

- Lessons are adapted effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored on a regular basis by the SLT.
- Children are taught and learn in a variety of ways using visual, auditory and kinaesthetic prompts. Children are also encouraged to think about how they learn and the style of learning that is the most effective for them as individuals [metacognition].
- All pupils participate in expressive and creative arts.
- The HTML strategy is becoming embedded to maximise learning for all pupils and to ensure pupils with physical disabilities have access to the curriculum and are supported to communicate effectively.
- Strategies are put into place for children with visual impairments such as desk props, bold lined paper, considerations for seating and positioning in the classroom, where appropriate.
- Visits are a fundamental part of our curriculum. All children attend them, sometimes parents may be asked to accompany their child. Inclusive venues for residential visits are identified.
- All pupils have access to Physical Education and swimming.
- Academy works effectively with outside agencies including Speech and Language Therapy, the team for Visual Impairment, the Physical Disabilities team and Hearing Impairment teams. We also work closely with health professionals including the school nurse, asthma nurses, community paediatricians, occupational therapists and physiotherapists.
- Staff are trained in the administration of medicines, where applicable.
- There is a full and varied programme to support transition including liaison between pre-school providers and secondary school providers to ensure pupils' diverse needs are met.
- Timely interventions are planned to develop pupils' ability to 'catch up and keep up' eg. Little Wandle Rapid Catch up programme.
- Termly parents meetings take place for all children in school. PCR meetings take place to identify what is working well and identify areas for improvement with parents/carers and other professionals/services to inform the next steps with IP/EHCPs.
- Termly Pupil progress meetings with the Principal take place to review targets and ensure children remain on track. This informs year group RAPs and identifies appropriate interventions. For those children working 2 or more years below, they are assessed using PIVATS and are supported by the TL for SEND and academy SENDCo to identify and plan for the next steps of their development.

## **Physical access section:**

Improving Physical Access to all areas of the Academy

- Greenhill Primary Academy is accessible for those with limited mobility.
- There are no steps or stairs that may deter access.
- The school has ramped entrances so that provision can be tailored to need.
- Personal evacuation plans are in place for all who require them.
- All rooms are numbered and to have appropriate door signage
- There 2 disabled toilets spread out across the building, plus one in the Inclusion Hub (currently being developed)
- Symbols are used throughout school for those with visual impairments (where required).
- Adapted/specialised furniture is provided to meet individual needs.
- Space for small group work and individualised work for targeted learners is provided.
- Children's work is shown to be valued in displays around the school and consideration is given to ensure displays are accessible to disabled learners/visitors.
- EYFS, mainstream and the Inclusion hub have changing benches for pupils with continence needs.
- Accessible parking spaces are allocated/marked and kept available for use when needed, this includes use by parents of Inclusion Hub children
- A hearing aid transmitter is used by staff with children who have a hearing aid- this is used in the classroom and assembly hall by teachers.
- iPads are used in accessibility mode- hearing loop- for those learners who require it.
- Access is continually reviewed to meet the diverse needs of learners as they arise.
- Remodelling of the Inclusion Hub classrooms and outdoor provision, funded by the LA Capital Grant Fund (2025)
- Draft documents and plans to remodel the Early Development Hub
- Develop Communication Friendly Classrooms, working in partnership with the Inclusion team SALT practitioners
- Risk Assessments for all trips/visits are carried out to ensure accessibility for all and appropriate adaptations are made, where necessary

- Through the Development Team CPD offer, prioritise training to support Teachers and TAs to continue to develop their practice e.g. Communication Champions

### **Improving Information Access to all Stakeholders:**

- Visual timetables in all classrooms and information supported by signs/symbols for targeted pupils, are provided as required.
- Home-school books are used for targeted children to ensure effective communication as required.
- Provision of verbal or large print information for targeted pupils and/or parents/carers is used as required.
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The School Spider app is used to communicate to parents. This enables parents to use translation or reading apps as needed.

- Bi-lingual support is provided, where possible, to communicate verbally with parents who do not speak or understand English. Language Line is also used to facilitate this, where appropriate.
- Upon request, school will investigate the conversion of documents to alternative formats, drawing on advice from the Support Services. Information can be provided in electronic form e.g. pupil reports to enable parents to use their own translation or reading software.
  - Staff are trained in the use of symbol software (Communication in Print) for non-readers (pupils and parents) were required.
  - Continue to seek advice and support from external agencies to enhance the provision e.g. visual impairment team
  - Develop half termly coffee mornings to further develop parental relationships and engagement with focuses around SEND, strategies when teaching within different areas of the curriculum, Mental Health and POINT

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Objectives	Tasks/Actions	Resources	Lead	Monitoring
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	<ul style="list-style-type: none"> <li>*Tch and TA SEND training via HDT part of INSET</li> <li>*Attend SENCO develop session</li> <li>*SENCO to attend termly LA and/or The Harmony Trust SEN network/hub meetings</li> </ul>	<ul style="list-style-type: none"> <li>TSL Inclusion</li> <li>TL Mainstream SEND</li> <li>TL Inclusion Hubs</li> <li>SENDCo</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo – JSB</li> <li>Principal –CG</li> </ul>	<ul style="list-style-type: none"> <li>*Monitoring of teaching and learning, including:               <ul style="list-style-type: none"> <li>• Pupil books</li> <li>Observations/ learning walks</li> <li>• Progress data</li> </ul> </li> </ul>
To ensure all staff are trained to support pupils with Speech, Language and Communication Needs (SLCN) and develop communication friendly approach	<ul style="list-style-type: none"> <li>*Identified staff to attend Communication Friendly champions training</li> <li>*Liaise with The Harmony Trust Speech and Language therapist to plan and deliver INSET sessions and 1:1 support for staff to support individual pupils' needs.</li> <li>*Complete audit of school &amp; classrooms</li> <li>*Consistent use of CIP and Speakwell</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion team – SALT</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo – JSB</li> <li>Principal - CG</li> </ul>	<ul style="list-style-type: none"> <li>*regular monitoring of planning and learning walks will show children with SLCN are well supported to make progress in their learning</li> <li>*advice from outside agencies (SALT) is acted upon through interventions and planned support in lessons</li> <li>*working walls in classrooms meet the needs of pupils and take account of metacognition strategies to reduce cognitive overload</li> </ul>



<p>To ensure staff are trained to support children with medical conditions</p>	<ul style="list-style-type: none"> <li>*Identify training needs</li> <li>*Train staff annual, or biannually in asthma, Epilepsy and as required for specific conditions.</li> <li>*Update pupils' Medical Conditions annually and ensure annual parents return is gathered.</li> <li>*Allergy training completed (Ihasco)</li> <li>*Epipen nurse to deliver training annually</li> </ul>	<p>Annual update of pupils' medical needs Training, as required</p>	<p>SENDCo-JSB Trust Leader –DN School nurse</p>	<ul style="list-style-type: none"> <li>*Officer manager training matrix and track (termly)</li> <li>*Ihasco training completed by teachers and TAs</li> <li>*Face to face training for Epipen completed annually</li> </ul>
<p>Pupils' access to the curriculum is increased through personalisation and adapted teaching</p>	<ul style="list-style-type: none"> <li>*All staff are aware of different learning styles and plan and deliver for this in the classroom.</li> <li>* Embed the use of HTML strategy to use accessibility tools effectively on pupil 1-1 devices</li> </ul>	<p>SENDCo release time and termly teacher support 1:1 sessions from SENDCo through staff surgeries  TL for HTML</p>	<p>SENDco and all class teachers  TL for HTML - OB HTML lead – AK</p>	<ul style="list-style-type: none"> <li>*Monitoring through Regular lesson observations /learning walks.</li> <li>*SEND surgery outcomes and discussions</li> </ul>
<p>To continue to provision map to meet individual needs within each cohort through</p>	<ul style="list-style-type: none"> <li>*SEND team to provision map and adjust TA support</li> </ul>	<p>SENDCo release time and termly teacher support 1:1 sessions from</p>	<p>SENDCo – JSB TL for mainstream SEND – TW</p>	<p>Planning, teaching and learning support. Termly</p>

their IP or whole school provision map – universal offer	to meet individual/group needs	SENDCo through staff surgeries		pupil progress meetings.
Develop a bespoke Inclusion Hub for children with EHCPs to enable outcomes to be met	<ul style="list-style-type: none"> <li>*Remodel the existing Inclusion Hub classrooms (capital grant funding from LA)</li> <li>*Building to meet high need of pupils in order for it to be fit for purpose</li> <li>*Incorporate accessible outdoor learning to meet gross motor needs e.g. wheelchair swing, climbing frames</li> <li>*Incorporate areas within the building to meet needs such as sensory regulation zone, life skills development area as well as minimising children becoming over stimulated</li> </ul>	<ul style="list-style-type: none"> <li>TSL for SEND and Principal designing space</li> <li>Working with Architect on design and making effective us out of space</li> </ul>	<ul style="list-style-type: none"> <li>TSL for SEND - KM</li> <li>TL for Inclusion Hubs – AB</li> <li>Principal – CG</li> <li>Estates Manager –TC</li> </ul>	<ul style="list-style-type: none"> <li>*Architect monthly checks in on building progress</li> <li>*Site visits</li> <li>*Liase with foreman for site and TSL for SEND</li> <li>*Next steps transition back to building</li> </ul>
Develop provision within an ED hub to meet the needs of pupils with EYFS/Y1 who are 'not school ready'	<ul style="list-style-type: none"> <li>*Identifying children to access ED hub</li> <li>*Develop action plan on ED hub and how children will access</li> </ul>	<ul style="list-style-type: none"> <li>*Early excellence resources to be purchased for ED hub space</li> <li>*RADAR training for EYFS leader</li> </ul>	<ul style="list-style-type: none"> <li>TL for Inclusion- AB</li> <li>TSL for SEND – KM</li> <li>Principal – CG</li> <li>EYFS lead – EB</li> </ul>	<ul style="list-style-type: none"> <li>*regular meetings with TSL/TL and Principal to identify progress and next steps in developing the ED provision</li> </ul>

	<p>provision for regulation and development against their EHCP/IP as well as timely access to mainstream classrooms to prepare their readiness where appropriate</p> <p>*Future planning to meet needs of incoming cohorts once admissions information is available</p>	<p>*EYFS bespoke training to support development</p> <p>*Support from SENDCO and Inclusion service</p>	TSL for EYFS - RM	
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Document control

Description	By Whom	Date
Latest Review	CG/DN	Sept 24
Next Full review	CG/DN/KM	July 25