



## **Accessibility Plan**

Written: December 2025

Review: December 2028\*

## **Contents**

[1. Aims](#)

[2. Legislation and guidance](#)

[3. Action plan](#)

[4. Monitoring arrangements\\*](#)

[5. Links with other policies](#)

### **1. Aims**

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

At Geoffrey Field Junior School, we believe that all children learn best together in a positive and caring environment. An environment where they can feel safe, listened to, valued and treated with respect.

Our school motto is "all learning together". We have an ambitious, inclusive and individualised curriculum that meets the needs of all our pupils and that provides challenges for all children at a level that is appropriate for them. Our expectations are high and an emphasis is placed on pupils becoming confident and fluent in the foundational skills of Maths, English and oracy as well as the wider curriculum offered. We promote a growth mindset and model that everyone is constantly learning. Our mistakes are encouraged and shared as these are our opportunities to reflect and learn.

The plan will be made available online on the school website, and paper copies are available upon request.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, pupils and outside professional agencies. The school supports any available partnerships to develop and implement the plan.

## **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 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Date completed
<p>Ensure access to the curriculum for all pupils with SEND.</p>	<p>Our school offers a curriculum of equity as opposed to equality, where all children are provided what they need to be successful.</p> <p>Interventions are in place to support foundational skills to allow easier access to learning for all.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p><i>Examples of resources include- Attention/sensory support-therabands, fiddles, ear defenders, wobble cushions, individual workstations, wobble stools. Educational supports- writing slants, pencil grips, touch typing, reader pens, reading rulers, Sp &amp; Lang etc. Regulation support- zones of emotions, ELSA, Lego therapy, Pets as Therapy, School based Family Worker, outside agency support</i></p> <p>A diverse range of needs are represented in our curriculum and</p>	<p>Pupils who are unable to access the age appropriate curriculum receive teaching carefully pitched to their learning needs and priorities, progressing at a pace that suits their cognitive processing.</p>	<p>1.Purchase appropriate teaching resources to suit age appropriate ability (i.e. phonics books, numicon,...)</p> <p>2. Embed clear intervention programme-informed by data and current EEF guidance.</p> <p>3.Staff CPD developed in line with current needs of cohorts such as AET Good Autism Practice and RISE Regulation support.</p>	<p>1. SLT/ SBM 2. SLT/ TL 3. SLT</p>	<p>On Going</p>	<p>1. Review July 2026</p>

	<p>these are adapted depending on the current cohorts to ensure everyone feels included.</p> <p>Curriculum progress is tracked for all pupil groups. Targets are set effectively and are appropriate for pupils with additional needs.</p> <p><i>See SEN Policy for additional information of adaptations to support accessibility of SEN pupils</i></p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>● Ramps in most areas</li> <li>● Corridor width</li> <li>● Disabled parking bay close to school office</li> <li>● Disabled toilets</li> <li>● Visual fire alarm</li> <li>● Step reflectors on the staircases</li> <li>● Clear classroom routes</li> <li>● Fluorescent tape gate edges</li> <li>● Eye Level Hazards are painted yellow</li> <li>● Ongoing development of the physical environment to</li> </ul>	<p>To improve the school's physical access points to ensure it is accessible for all.</p>	<ol style="list-style-type: none"> <li>1. Yearly audit the accessibility of the school grounds, suggest actions and implement as budget allows</li> <li>2. Improve visibility of areas outside of the school building, including shelter support poles and entrance gates.</li> </ol>	<ol style="list-style-type: none"> <li>1. SBM/ Head</li> <li>2. Site Controller</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual review</li> </ol>	<ol style="list-style-type: none"> <li>1. Review July 2026</li> </ol>

	support sensory requirements.					
Improve the delivery of information to pupils with SEND	<p>The school's environment is adapted to the needs of pupils with a variety of SEND.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>● Individual evacuation plans in case of fire or lockdown</li> <li>● One Page Profiles/ Provision Maps</li> <li>● Annual reviews- EHCP</li> <li>● Behaviour Support Plans</li> <li>● Use of scribes/reader pens</li> <li>● Adapted teaching materials e.g. increased font size</li> <li>● Adapted test papers and additional time allocated</li> <li>● Personal laptop linked to interactive whiteboard to allow pupils to access materials shared in lessons by the teacher</li> <li>● Individual social stories</li> </ul>	To ensure the school and information is adapted to allow all pupils access both to the physical environment and to learning materials.	<ol style="list-style-type: none"> <li>1. Test evacuation plans and adjust where appropriate</li> <li>2. Implement any recommendations from the Local Authority 5 point plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. SBM</li> <li>2. SLT</li> </ol>	<ol style="list-style-type: none"> <li>1. Annually in September</li> <li>2. Ongoing</li> </ol>	Review July 2025
Information for children's parents with English as an Additional Language	<p>The school has a well above national level of children with EAL (19-20% national and 45% school 2025).</p> <p>To support our pupils within the school with EAL, especially those new to English, we have trained EAL</p>	To ensure communication lines between the school and parents who have EAL.	<ol style="list-style-type: none"> <li>1. Ensure essential letters and transition materials in multiple languages</li> <li>2. Review website provision and</li> </ol>	<ol style="list-style-type: none"> <li>1. Office/ SLT/ Teachers</li> <li>2. Head/Deputy</li> <li>3. Office/ SLT/ Teachers</li> </ol>	Ongoing	Review July 2025

	<p>TAs in every year group who are able to deliver targeted support.</p> <p>Where communication between school and home is difficult, the school has sourced translators to help ensure information is successfully exchanged.</p> <p>The school has also used translators to support pupils who are new to English with formal assessments.</p> <p>Essentials letters and communication are translated using Google translate and sent home in their home language and English.</p>		<p>possibility of translation tools</p> <p>3. Translate important information on school notice boards</p>			
--	--	--	---	--	--	--

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the SEND link governor or chair of governors.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy
- SEND policy