



Green Park CP School

ACCESSIBILITY PLAN

2026-2027



Updated: September 2026
Next Review: September 2027

Document Control

School
Document
Plan owner
Approved by
Implementation period
Review date

Green Park Community Primary School
Accessibility Plan 2026–2027
Headteacher / SENCO
Governing Body
September 2026 – August 2027
September 2027

1. Introduction

Green Park Community Primary School is a diverse and inclusive community that focuses on the wellbeing and progress of every pupil and where members of our community are of equal worth.

We value diversity and seek to give everyone in the school an equal opportunity to learn and participate. Our guiding principle is to identify and reduce barriers so that all pupils can achieve their very best.

This Accessibility Plan sets out how Green Park Community Primary School will continue to improve accessibility for disabled pupils and remove or reduce barriers to participation in school life.

The plan should be read alongside the school's SEND Information Report, SEND Policy and Local Offer, Equality Policy, Behaviour Policy, Supporting Pupils with Medical Conditions Policy, Health and Safety arrangements and other relevant school procedures.

2. Legislative and Guidance Framework

This plan has been prepared with regard to the school's duties and relevant current guidance, including:

- Equality Act 2010, including Schedule 10 (Accessibility for disabled pupils).
- Children and Families Act 2014.
- Special Educational Needs and Disability Regulations 2014.
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years.
- Equality Act 2010: Advice for Schools.
- Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018, where applicable to school website content and services.
- Department for Education guidance on inclusive education estates and accessible learning environments.
- Kent County Council SEND Local Offer and relevant local guidance.

The Equality Act 2010 requires schools to prepare an accessibility plan that addresses three areas: increasing access to the curriculum; improving the physical environment; and improving access to information. The plan is reviewed and revised as necessary.

3. Definition of Disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school recognises that disability can affect pupils in different ways. Accessibility planning therefore considers physical, sensory, communication, cognitive and other barriers and takes account of individual needs rather than relying on a one-size-fits-all approach.

4. Our Commitment to Equality and Accessibility

Green Park Community Primary School is committed to:

- ensuring disabled pupils are able to participate fully in school life and make good progress;
- identifying barriers to participation and taking practical steps to remove or reduce them;
- making reasonable adjustments for disabled pupils where required;
- working with pupils and parents/carers to understand individual needs and develop appropriate support;
- promoting positive attitudes towards disability and respect for difference;
- ensuring accessibility is considered when curriculum, trips, clubs, events, buildings, resources and communication are planned;
- reviewing accessibility in response to changes in pupil need, the school environment, legislation and guidance.

5. Reasonable Adjustments

The school recognises its duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils where needed to avoid substantial disadvantage. Adjustments will be considered on an individual basis and may include:

- changes to teaching and learning approaches or classroom organisation;
- adapted or alternative resources and recording methods;
- assistive technology or auxiliary aids where appropriate;
- adjustments to communication and the way information is provided;
- reasonable adjustments to assessment arrangements;
- adaptations to activities, PE, trips, visits, clubs and wider school life;
- changes to the physical environment or access arrangements where appropriate;
- individual support, regulation or communication arrangements.

Where an adjustment is identified as necessary, it will be reviewed to ensure that it remains appropriate and effective.

6. Current Accessibility Provision

6.1 Curriculum and Participation

- Early identification of SEND and disability, supported by the SEND register and individual provision planning where appropriate.
- Staff are informed of relevant SEND, disability, medical and communication needs and appropriate strategies.
- Parents/carers and pupils are involved in discussions about support and adjustments.
- Specialist advice is sought where appropriate, including from health and other external professionals.
- Teaching and learning resources are adapted to meet individual needs.
- Alternative recording methods and assistive technologies are available where appropriate.
- Accessibility is considered for PE, educational visits, clubs, assemblies, performances and other wider opportunities.
- Transition arrangements are planned for pupils who require additional support.

6.2 Physical Environment

The school currently has a number of features that support physical accessibility, including:

- lifts providing access to the school building;
- a ramp providing access to the front/main entrance;
- two accessible toilets;
- a care suite with washing facilities;
- designated refuge points for emergency evacuation;
- customised furniture and/or equipment where required;
- internal emergency signage and clearly identified escape routes.

The school carries out an accessibility audit each year and considers the needs of pupils, staff and visitors when reviewing the physical environment.

6.3 Information and Communication

- Accessible classroom resources, including consideration of reading age, plain language, images and layout.
- Visual and audio information alongside written information where appropriate.
- Laptops, tablets and other digital technologies.
- Coloured overlays/paper where individually appropriate.
- Tactile resources.
- Alternative recording methods.
- Readers and/or scribes for assessments where appropriate.
- Alternative formats or communication methods where reasonably required.

7. Accessibility Action Plan 2026–2027

The following priorities build on existing provision and identify practical developments for 2026–2027. Priorities will be reviewed during the year and may be amended in response to pupil need, audit findings or changes in the school environment.

Area	Action	Responsibility	Timescale	Success indicator
Curriculum	Review curriculum resources and teaching approaches to identify and reduce predictable accessibility barriers for disabled pupils, including sensory, communication and recording needs.	SENCO / SLT / Teachers	Autumn 2026 and ongoing	Accessibility considerations are reflected in planning and reasonable adjustments are identified and reviewed.
Participation	Review accessibility of trips, clubs, assemblies, performances, PE and other enrichment activities so that disabled pupils can participate as fully as possible.	SLT / Teachers / Visit Leaders	2026–27	Barriers are identified in advance and reasonable adjustments are planned.
Staff confidence	Provide or signpost staff training and advice relating to disability, inclusive practice, adaptive teaching, communication and reasonable adjustments.	SENCO / SLT	2026–27	Staff report increased confidence and appropriate strategies are evident in practice.
Physical environment	Complete the annual accessibility audit and use the findings to prioritise improvements to buildings, outdoor spaces, signage, lighting, acoustics, furniture and equipment.	Headteacher / Premises Lead	Autumn 2026	Audit completed and actions prioritised with progress monitored.
Access equipment	Continue to monitor lifts, accessible toilets, care facilities, ramps, refuge arrangements and specialist equipment and address issues promptly.	Premises Lead / Headteacher	Termly / as required	Access equipment is available, maintained and appropriate to identified needs.
Emergency arrangements	Review PEEPs and other individual emergency arrangements for pupils, staff and visitors who may require additional support to evacuate safely.	SENCO / Health & Safety Lead	Annually and when needs change	Current plans are in place where required and staff know the relevant arrangements.
Information	Review key school communications and resources to ensure information can be provided in accessible or alternative formats where reasonably required.	SLT / Office / Teachers	2026–27	Requests for alternative formats are responded to appropriately and consistently.
Digital accessibility	Review key website and digital information for accessibility, including documents that pupils and families need to access school services.	SLT / Website Lead	2026–27	Priority accessibility issues are identified and addressed; accessibility statement remains current.
Pupil and parent voice	Seek the views of disabled pupils and their parents/carers when	SENCO / SLT	Termly / annual review	Feedback informs provision and future accessibility priorities.

	identifying barriers and evaluating adjustments.			
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8. Access to the Curriculum, Trips and Wider School Life

Pupils with SEND and/or disabilities are supported to access the curriculum alongside their peers wherever reasonably possible. The school will consider individual needs when planning teaching, learning, assessment, PE, educational visits, clubs and other activities.

- Curriculum planning will consider accessibility from the outset.
- Teaching will use adaptive approaches and appropriate resources to reduce barriers.
- Specialist advice will be sought where required.
- Parents/carers and pupils will be involved where individual adjustments are needed.
- Transition arrangements will support continuity of provision when pupils move between classes, key stages or schools.
- Where a barrier is identified, the school will consider whether a reasonable adjustment, additional support or alternative arrangement is appropriate.

9. Physical Environment

The school will continue to improve the physical environment so that disabled pupils can take advantage of education, benefits, facilities and services provided by the school.

- Maintain and monitor existing accessible entrances, lifts, toilets and care facilities.
- Consider the accessibility of classrooms, corridors, playgrounds and other shared spaces.
- Consider lighting, acoustics, noise, visual clutter, signage and wayfinding where these create barriers.
- Maintain appropriate emergency arrangements, including refuge arrangements and individual evacuation plans where required.
- Monitor specialist furniture and equipment and respond to changing pupil needs.
- Consider accessibility when planning maintenance, refurbishment or changes to the school environment.

10. Access to Information and Communication

The school will provide information in a way that enables disabled pupils to access it as effectively as pupils who are not disabled, taking account of individual need.

- Use clear language, appropriate layout and accessible resources.
- Provide information through more than one format where this assists access.
- Use assistive and digital technology where appropriate.
- Provide alternative formats where reasonably required.
- Consider communication needs, sensory needs and language needs when sharing information.
- Review key digital information and documents for accessibility.
- Maintain and review the school's website accessibility statement in line with the applicable accessibility requirements.

11. Digital Accessibility

The school recognises that digital information is an important part of school life. Schools are partially exempt from some requirements of the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018, but content needed for users to access school services remains subject to the relevant accessibility requirements.

- Key online information will be reviewed for accessibility.
- Documents and forms needed to access school services will be considered carefully for accessibility.
- Where information cannot reasonably be accessed in its existing format, the school will consider an accessible alternative.
- The school's accessibility statement will be reviewed and updated regularly.
- Digital accessibility will be considered when new systems, platforms or website content are introduced.

12. Roles and Responsibilities

Role	Responsibility
All staff	Identify and reduce barriers to learning and participation and implement agreed reasonable adjustments.
School leaders	Ensure accessibility is considered within their areas of responsibility and that agreed actions are implemented.
SENCO	Coordinate SEND-related accessibility, monitor individual needs and advise staff on appropriate adjustments and provision.
Headteacher	Ensure the plan is appropriately resourced, implemented, monitored and reviewed.
Governing Body	Approve the Accessibility Plan and monitor its implementation and effectiveness.
Premises / Health and Safety leads	Monitor physical accessibility, equipment and relevant emergency arrangements.

13. Consultation, Monitoring and Evaluation

The school will actively seek the views of disabled pupils and their parents/carers when reviewing accessibility and developing future priorities. Feedback may be gathered through pupil voice, parent/carer discussions, SEND reviews, surveys, staff feedback and other appropriate methods.

- Annual accessibility audit findings.
- Feedback from disabled pupils and their parents/carers.
- Review of reasonable adjustments and individual provision.
- Monitoring of participation in curriculum and wider school life.
- Staff feedback and training needs.
- Review of barriers identified during the year.
- Progress against the Accessibility Action Plan.
- Changes to legislation, statutory guidance or local arrangements.

The Governing Body will receive appropriate information about progress against the plan as part of its monitoring responsibilities.

14. Review

This Accessibility Plan is reviewed annually and revised as necessary. The school will also review the plan when there are significant changes to pupil needs, the physical environment, provision, legislation or relevant guidance.

The next scheduled review is September 2027.

15. Related Policies and Documents

- Equality Policy
- Special Educational Needs and Disability (SEND) Policy
- SEND Information Report and Local Offer
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety arrangements
- School Improvement Plan
- Website Accessibility Statement

16. References

- Equality Act 2010, including Schedule 10 – Accessibility for disabled pupils.
- Children and Families Act 2014.
- Special Educational Needs and Disability Regulations 2014.
- Special educational needs and disability code of practice: 0 to 25 years (current statutory guidance).
- Equality Act 2010: Advice for Schools.
- Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.
- Department for Education: Inclusive education estates (June 2026).
- Kent County Council SEND Local Offer and relevant local guidance.