

GREENHEART

LEARNING PARTNERSHIP



Accessibility plan

2025-2028

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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

Greenheart Learning Partnership 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 Fairway Primary Academy, the well-being and development of each child underpins all that we do. As a school, we aim to provide an inclusive education to give all children a fair chance to learn and develop the skills they need to thrive, with students of all backgrounds and abilities learning and growing side by side, without discrimination.

To do this, we work tirelessly to help remove barriers to learning, adapt teaching, learning and environments to meet pupil's individual needs, and promote high standards and the fulfilment of potential for all students. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning, encourage them to explore opportunities outside of their comfort zone, and learn wider life skills that they can use to underpin their development as citizens.

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

Greenheart supports available partnerships to develop and implement the plan. Fairway Primary Academy works alongside a wide range of external professionals as part of the Birmingham Local Offer.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and Greenheart Learning Advisory Committee (GLAC).

If you have any concerns relating to accessibility in school, the Complaints Policy sets out the process for raising these concerns.

Paper copies of this plan are available upon request.

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 disabled pupil faces in comparison with non-disabled pupils. 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

Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	
Increase access to the curriculum for pupils with disabilities	We are developing our adaptive teaching practices/strategies, to increase inclusion and independent access to a full, varied curriculum with opportunity for bespoke delivery.	Embed adaptive teaching strategies throughout all areas of the curriculum.	All staff CPD to have a 'SEND/ Inclusion' lense	KB	Half-termly	Adaptive teaching strategies are evident across all curriculum areas, with lesson observations and pupil outcomes showing that individual needs are consistently met.	
	Our school offers a differentiated, targeted curriculum for all pupils as required.	Embed use of Toolkits to track attainment in order to track progress.	Regular monitoring of in-class provision.	KB and HB	Half-termly		
	We use resources tailored to the needs of pupils who require support to access the curriculum Learning attainment for our children working below age related expectation (ARE) makes use of the Birmingham Toolkits to identify gaps and measure attainment Pupils working below ARE have Individual Target Plans. These inform additional interventions and are monitored and reviewed termly.	Provide whole-school training so all staff have a consistent understanding of universal and targeted strategies before introducing specialist or external support.	Regular monitoring of subject provision.	KB and Subject Leads	Half-termly		
				SENDCo to develop 'Universal' and 'Targeted' provision in all subjects with Subject Leads	KB and Subject Leads	Summer Term 1, 2026	Toolkits are used effectively by all staff to monitor attainment, with clear evidence of progress over time in pupil work and data tracking.
			Subject Leads to develop universal and targeted provisions for their subjects.	SENDCO to attend training for data analysis using Toolkit tracker.	KB	Summer Term 2, 2026	Whole-school training results in staff demonstrating a secure understanding of universal and targeted strategies, evidenced through classroom practice and reduced reliance on external specialist input.
	The curriculum is reviewed to ensure it meets the needs of all pupils	Ensure the consistent implementation of <i>The Write Stuff</i> to increase engagement and the three-part chunking model in Maths lessons to support	CPD offer is continually reviewed and adapted as needs arise.	KB and HB	Half-termly		
	Offer assistive technology such as text-to-speech software, adapted keyboards, and hearing		Individualised CPD considered where necessary.	KB, HB and Subject Leads	Half-termly		

	<p>loops.</p> <p>Use specialist staff (e.g. speech and language therapists, educational psychologists, CAT, LLaSS) where necessary to enhance curriculum access.</p> <p>SLT hold regular conversations with staff following data reviews, monitoring, pupil conferencing, and book looks for SEND. This supports reflection, consistency, and timely support for pupils with additional needs.</p> <p>Regular reviews of Individual Educational Plans</p> <p>All classrooms use consistent working wall examples and scaffolds to promote independence. Additionally, reduced-stimulus environments support focus and learning for all pupils. Visual timetables and cues are used to support pupils with cognitive or communication difficulties follow the structure of the day.</p> <p>PE is delivered by a qualified PE specialist, with ongoing CPD provided for all staff. The Physical Disability Sports Service (PDSS) is used to support adaptations when required.</p>	<p>understanding and retention.</p>				<p><i>The Write Stuff</i> is implemented consistently across literacy lessons, leading to increased pupil engagement and improved writing outcomes.</p> <p>The three-part chunking model in Maths is embedded in teaching practice, supporting pupils' retention and progress as evidenced by work scrutiny and assessment data.</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The school provides two accessible toilets that are gender neutral, ensuring inclusivity and accessibility for all pupils and staff.</p>	<p>Install adapted handrails on the school stairs at both adult and child height to ensure safe and accessible use for all pupils and staff.</p>	<p>Following OH reports, audit completed of existing provision. Funding requests to be submitted for any works needed.</p>	<p>CK / HB</p>	<p>Autumn Term 1, 2026</p>	<p>Adapted handrails are installed on all school stairs at both adult and child height, and are in regular use by staff and pupils, ensuring safe and accessible movement.</p>
	<p>Although the school is split-level, full access to both levels is ensured through planned alternative routes that provide safe passage around small sets of stairs.</p>	<p>Ensure classrooms, office spaces and toilet spaces remain de-cluttered to provide safe, accessible passage for staff and pupils with mobility needs.</p>	<p>Routine monitoring and feedback by SLT</p>	<p>All staff</p>	<p>Half-termly</p>	<p>Classrooms, office spaces, and toilet areas are consistently de-cluttered, allowing safe and unobstructed passage for staff and pupils with mobility needs.</p>
	<p>Corridors are regularly audited and maintained to ensure appropriate width and clear access for all users, including those with mobility needs.</p>	<p>Ensure all recommended Occupational Therapy (OT) assessments for identified pupils and staff are fully implemented and adhered to, supporting individual access and participation.</p>	<p>Appropriate bodies are consulted regarding recommended. Actions addressed as required.</p>	<p>KB</p>	<p>Half-termly</p>	<p>All recommended Occupational Therapy (OT) assessments for pupils and staff are completed, with interventions implemented and monitored for effectiveness.</p>
	<p>The school provides a designated disabled parking space to ensure accessible and convenient arrival for staff and visitors with mobility needs.</p>	<p>Ensure the school has appropriate, private, and fully equipped spaces available to meet the toileting and intimate care needs of individuals when</p>	<p>Consult with Director of Estates (Marie) about installation of shower, and medical bed within one of the disabled toilets. Reconfigure storage to allow improvements.</p>	<p>HB/KB/CK</p>	<p>Autumn Term 1 2027</p>	<p>Private, fully equipped spaces are available and used appropriately</p>
	<p>Staff are trained across the four main areas of SEND, including physical and disability needs, to ensure effective support for all pupils.</p>					
	<p>Sensory audits of all school environments are conducted to identify and address potential barriers, creating inclusive and supportive spaces.</p>					

	<p>The new library is designed to be fully accessible, allowing all pupils and staff to move freely and access all books and resources independently.</p> <p>Furniture throughout all Key Stages is appropriately sized and can be adapted as needed to support the comfort, accessibility, and individual needs of all pupils.</p> <p>Daily site walks are conducted by the site manager to ensure the school environment is safe and well-maintained.</p> <p>Weekly meetings between the Headteacher and site manager review safety, maintenance, and accessibility issues.</p> <p>External health and safety audits of the school environment are carried out annually to ensure compliance and best practice.</p> <p>Play and PE equipment is inspected and audited annually to maintain safety and accessibility for all pupils.</p> <p>All external doors are secure and operate via fob access only, ensuring controlled entry and a safe environment for pupils and staff.</p> <p>The quad space is utilised as an extension of the learning environment through the <i>Get Set</i> programme, providing pupils</p>	<p>required.</p> <p>Maximise the use of available parking by clearly marking out bays, including designated disabled parking, to improve accessibility and organisation.</p> <p>Ensure all internal doors throughout the school meet fire safety standards and are fully compliant as fire doors to maintain a safe environment for staff and pupils.</p> <p>Ensure Personal Emergency Evacuation Plans (PEEPs) are in place, regularly reviewed, and promptly updated for all pupils requiring support with exiting the school, including those with new injuries or additional needs.</p>	<p>Consult with Director of Estates (Marie) regarding funding request.</p> <p>SENDCo to liaise with CTs regarding identified children. PEEPs jointly contributed to by SENDCo, CT and Site Manager.</p>	<p>HB/KB/CK</p> <p>KB</p>	<p>Autumn Term 1 2027</p> <p>Half-termly</p>	<p>to meet the toileting and intimate care needs of individuals when required.</p> <p>All parking bays are clearly marked, including designated disabled spaces, and the parking area is used efficiently to improve accessibility and organisation.</p> <p>All internal doors comply with fire safety standards, are fully functional as fire doors, and are regularly checked to maintain a safe environment.</p> <p>Personal Emergency Evacuation Plans (PEEPs) are in place for all required pupils, reviewed at least annually, and promptly updated for any new needs or injuries, ensuring safe evacuation for everyone.</p>
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	<p>with engaging, outdoor learning opportunities.</p> <p>Termly fire and lockdown drills are conducted to ensure all staff and pupils are aware of procedures. Drills are reviewed to identify improvements and implement any necessary changes.</p>					
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensuring inclusion in the school community	<p>Individual risk assessments are completed for pupils as needed to ensure they can access the school safely, with measures in place to manage any identified risks.</p> <p>Trips and visits are overseen by appropriately trained EVC staff who sign off risk assessments using the online platform adopted across the trust, ensuring safe and consistent procedures.</p> <p>Parents are able to accompany pupils on trips to provide additional support, where they are available, ensuring inclusion and safety for all participants.</p> <p>The school benefits from a very active “Friends of Fairway” group, who organise and coordinate a range of events throughout the year, both within the school and in the wider community.</p> <p>“Stay and Play” sessions are held fortnightly to encourage community engagement and strengthen links between</p>	<p>Establish structured lunchtime games on a rotational basis to engage all pupils and promote inclusive play opportunities.</p> <p>Ensure pre-visits are conducted for all new trip locations to assess risks and plan appropriately for pupil safety and accessibility.</p> <p>Ensure diverse and inclusive representation across all pupil leadership roles to reflect the school community and provide equitable opportunities for all pupils.</p> <p>Conduct audits to monitor the participation of SEND pupils in school clubs and the attendance of</p>	<p>LTS to audit available equipment. KB to work with LTS to develop existing ‘rota’ to include a variety of structured games/opportunities</p> <p>EVC to put together robust ‘timeline’ of visit process to include pre-visits. Routine monitoring of process.</p> <p>Existing leadership to be audited and SEND representation established</p> <p>SENDCo to create document to input, monitor and hold information centrally.</p>	<p>KB</p> <p>RI</p> <p>KB</p> <p>KB</p>	<p>Summer Term 1, 2026</p> <p>Spring Term 2, 2026</p> <p>Summer Term 1, 2026</p> <p>Half-termly</p>	<p>Structured lunchtime games are established and run on a rotational basis, with participation monitored to ensure all pupils are engaged and included.</p> <p>Pre-visits are completed for all new trip locations, with risk assessments documented and any necessary adaptations implemented to ensure pupil safety and accessibility.</p> <p>Pupil leadership roles demonstrate diverse and inclusive representation, reflecting the school community and providing equitable opportunities for</p>

	<p>families and the school.</p> <p>A calendar of educational trips and visits is planned for all year groups, linked to areas of the curriculum. Trips are subsidised through the Pupil Premium (PP) budget to ensure access for all pupils.</p> <p>A curriculum and community enrichment overview is in place to strengthen links with the local community and enhance pupils' learning experiences beyond the classroom.</p> <p>A calendar of SEND awareness days is maintained throughout the year to promote understanding, inclusion, and celebration of diversity within the school community.</p> <p>Termly coffee mornings are held to engage SEND parents, providing opportunities for discussion, support, and partnership with the school.</p> <p>Multi-agency coffee morning held annually, providing all parents/carers opportunities to meet with professionals for discussion, advice and support.</p>	<p>SEND parents at parents' evenings and engagement events, ensuring equitable engagement opportunities.</p>				<p>all pupils.</p> <p>Audits of SEND pupil participation in school clubs and SEND parent attendance at parents' evenings and engagement events show equitable involvement, with any gaps identified and addressed.</p>
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	<p>Pupil voice is embedded within the monitoring schedule, ensuring structured conferencing with SLT, subject leads, phase leaders, and council representatives.</p> <p>Safeguarding is a standing agenda item for the pupil leadership team, promoting awareness and responsibility among student leaders.</p> <p>The pupil leadership team includes School Council members, Eco Leaders, Wellbeing Ambassadors, Digital Leaders, and Playground Pals, providing pupils with a range of leadership opportunities and responsibilities.</p>					
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AIM	CURRENTGOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Consistent dual coding is used across the school through Widgit symbols, supporting pupils' understanding and reinforcing key concepts visually and textually.</p> <p>Visual timetables are used consistently across classrooms to support pupils' understanding, independence, and ability to anticipate daily activities.</p> <p>Staff are trained in Makaton, enabling them to support pupils with communication difficulties and enhance understanding across the school.</p> <p>Specialist TAs wear lanyards to identify themselves as key communication support staff, making it easier for pupils to access help when needed.</p> <p>Child-friendly home-school communication books are available for pupils who require additional daily</p>	<p>School leadership will develop a pupil-friendly school newsletter to ensure information is accessible, engaging, and easily understood by all pupils.</p> <p>Improve language development across the whole school at a universal level to enhance pupils' access to information and support overall learning.</p>	<p>RI to establish this and support pupils in editing and reviewing</p> <p>SENDCo to organise a CPD session to be delivered by NHS SaLT or Soundswell SaLT</p>	<p>RI (Computing Lead)</p> <p>KB</p>	<p>Spring Term 2, 2026</p> <p>Spring Term 2, 2026</p>	<p>A pupil-friendly school newsletter is produced and distributed, with content designed to be accessible, engaging, and easily understood by all pupils.</p> <p>Evidence shows improved language development across the school, with pupils demonstrating enhanced understanding and access to information in lessons and communications.</p> <p>Staff report increased confidence in supporting language development and delivering information in accessible ways.</p> <p>Feedback from pupils and parents indicates that</p>

	check-ins, supporting consistent communication and engagement between school and home.					information is clearer, easier to engage with, and supports learning effectively.
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3. 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 headteacher.

4. 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 report
- Supporting pupils with medical conditions policy