



GHYLLSIDE PRIMARY SCHOOL

ACCESSIBILITY POLICY – September 2026

INTRODUCTION

Ghyllside Primary School is committed to providing an environment that enables full curriculum access and that values and includes all students, staff, parents and visitors. Ghyllside Primary School is committed to take positive action to develop a culture of inclusion support and awareness within School.

OBJECTIVE

The aim of this plan is to set out how Ghyllside Primary School is committed to providing a rich and inclusive environment to enable all students to participate fully in the school community by identifying and eliminating barriers that could prevent this.

KEY RESPONSIBILITIES

The school recognises that the following are key responsibilities underpinning the planning duty.

- To treat all students equally, fairly and with respect.
- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan based on a self-audit and review the Accessibility Action Plan annually
- Promote positive attitudes and proactively support equality of opportunity towards people with disabilities
- Encourage participation
- Consider positive discrimination to take account of disabled people's disabilities

SCHOOL PRINCIPLES

- Compliance with the requirements of the Equality Act (2010) is key to all school policies
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have
- Access to Education means making a full school life accessible to the disabled student, including extracurricular activities and events.
- The school provides all students with a broad and balanced curriculum, tailored to meet their individual learning requirements
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- The school recognises the parents' and child's right to confidentiality

ACTIVITIES

The school will undertake to meet its key objective by developing three key areas:

1 Access to the Curriculum

- The school undertakes to assess its provision of curriculum to students on a regular basis, and to use this information to better tailor the curriculum to student requirements.
- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching methods.
- Create a challenging curriculum where suitable learning challenges are set and progress of individual's achievements can be assessed.
- Departments should identify staff development needs to improve their ability to meet the needs of students and include these within the performance management systems.
- To seek and follow the advice of services such as other schools, the LA, the Government, and appropriate health professional from the local NHS Trust to achieve best practice.

2 Access to the Physical Environment

- The school will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities.
- Within the context of our school buildings, which contains many steps and levels, with narrow staircases and corridors, all refurbishment and new buildings will be undertaken with the intention of improving access for disabled students, staff and visitors.
- Consider how different impairments have specific requirements and can be best catered for within the school environment
- Consider ways of providing the most suitable aids and resources, outside of the child's SEN, or health, provision
- To seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice

3 Access to Information

- Audit existing methods of providing information and media utilised, develop these to improve accessibility.
- Students who have difficulty accessing standard size print should have this fact identified on admission and adaptations made.
- The SENCO will communicate individual requirements for enhanced script to the class teacher.
- Students needing enhanced print should not be sent to collect their own version of a worksheet, which should have been prepared in advance of the lesson.
- Staff must ensure that the specific needs of every student has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.
- Consideration must be given to the text presented to students, considering the need for simplified versions where this is appropriate
- The use of projectors, TVs and other IT equipment must be considered in the context of student's disabilities. Recognition must be given that some formats, whilst beneficial to many students, will not be appropriate for all. An assessment should be made of the impact of using a technology with a class where a disabled student is working.
- Work with Local Schools, LA and local support services to source best materials at an appropriate cost
- Include parents and students in the choice of the most suitable media for the disabled child

LINKED DOCUMENTS

School Development Plan
Building and site development plan

PUBLICISING THE PLAN

Copies of this plan will be promoted and made available to existing or prospective parents using the following means:

- School Website
- Application to the school

SELF-AUDIT – ACCESSIBILITY

Date: September 2026

Curriculum:	Yes	Some	No
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.	X		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	X		
Are your classrooms optimally organised for disabled students?		X	
Do lessons provide opportunities for all students to achieve?	X		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to student diversity?	X		
Are all students encouraged to take part in music, drama and physical activities?	X		
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	X		
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	X		
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	X		
Do you provide access to computer technology appropriate for students with disabilities?	X		
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?		X	
Are there high expectations of all students?	X		
Do staff seek to remove all barriers to learning and participation?	X		
Physical surroundings:			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all students?		X	
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		X	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X		
Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components?	X		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			X
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?			X
Are areas to which students should have access well lit?	X		
Are steps made to reduce background noise for hearing-impaired students such as considering a room's acoustics and noisy equipment?	X		
Is furniture and equipment selected, adjusted and located appropriately?	X		
Access to the written word	X		
Do you provide information in simple language, symbols or large print for students and prospective students who may have difficulty with standard forms of printed information?	X		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities eg by reading aloud, overhead projections and describing diagrams?	X		
Do you have the facilities such as ICT to produce written information in different formats?		X	

Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		X	
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The audit identified that there are some difficulties to be addressed for the site due to the layout and age. These may be addressed over the coming years, funds being available.

APPENDIX 2

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure that lack of wheelchair accessibility to our first floor does not inhibit the education of any child.	If sessions are scheduled to take place upstairs – dance, music or school council meetings – that a child cannot access these sessions are relocated to be downstairs.	No child is denied access to part of the curriculum due to not being able to access part of the building.	Continue to ensure that all lessons are accessible for all children.	Class teachers with advice from SENCO.	Continual.	No child is denied access to part of the curriculum due to not being able to access part of the building.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure that all pupils can access residential visits, or aspects of residential visits, with their peer group.	All children are encouraged to participate in all residential and day visits. All children's needs are considered when school trips are planned.	All children have the opportunity to participate trips and residential as fully as possible.	Where possible alternative arrangements are made for trips to allow all children to achieve to the best of their abilities.	Class teachers assisted by EVC.	Continual.	All children have the opportunity to participate trips and residential as fully as possible.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Explore the installation of appropriate evacuation signage for pupils who may be visually impaired.	A well signed school environment. Regular (termly) fire evacuation drills.	To ensure evacuation routes are signed appropriately for all pupils.	Site manager to explore good practice in relation to visually impaired pupils and signage, and to see if we comply to this.	Site manager & Head Teacher	Summer 2026	All evacuation routes are as clearly signed as they can be.