



Griffin Park Primary School

Accessibility Plan



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Ratified by Governors	March 2026
Date for Review	
Signed – Chair of Governors	
Signed – Headteacher	



1. Introduction

This Accessibility Plan is produced in accordance with the Equality Act 2010. It sets out how Griffin Park Primary School will continue to identify and remove barriers so that pupils with disabilities can access the curriculum, the physical environment and information on an equal basis with their peers. The governing body has responsibility for monitoring and reviewing this plan; operational delivery sits with the Headteacher and SENDCo.

2. Legal Duties

Our plan addresses three statutory strands:

- Increase access to the curriculum for pupils with a disability.
- Improve the physical environment to increase access.

Improve the availability and accessibility of information provided by the school

3. Principles and Context

We are an inclusive, single-form-entry primary school. We recognise that accessibility is achieved through day-to-day practice as well as planned improvements. This plan complements our SEND provision, Equality Objectives and School Development Plan (SDP). It is a live document that may be updated between formal reviews where pupil needs change.

4. Current Strengths

Curriculum access: Adaptive teaching, reasonable adjustments and access to appropriate ICT are embedded. Educational visits and clubs are available to all with risk assessments that include access adjustments.

Physical environment: LED lighting installed across school; KS2 outdoor space improved with accessible markings and equipment. wayfinding is clear; furniture and layouts are regularly reviewed to meet need.

Access to information: Key communications can be adapted (plain language, larger print, alternative formats on request). Staff are familiar with technology that supports alternative access



5. Action Plan 2025–2028

The following tables set out practical, proportionate actions. Each action notes the lead, timescale and intended impact. Progress will be reviewed termly by SLT/SENDCo and reported annually to governors.

5.1 Increasing Access to the Curriculum

Action	Lead	Timescale	Success criteria / intended impact	Monitoring & evidence
Embed sensory-friendly classroom strategies (routines, visual supports, low-arousal areas, flexible seating).	SENDCo / Phase Leads	Short–medium (Aut 2025 – Sum 2026), then ongoing	Reduced sensory barriers; improved regulation and engagement for identified pupils; fewer behaviour-related removals.	Learning walks; pupil voice; behaviour data; support plans.
Targeted CPD on adaptive teaching and reasonable adjustments (incl. assessments, writing frames, manipulatives, pre-teaching, over-learning).	SENDCo / T&L Lead	Aut 2025 then refresher annually	Staff confidence increases; pupils with SEND make expected or better progress from starting points.	CPD logs; book looks; progress data for pupils with SEND.
Ensure trips, clubs and enrichment include access adjustments at planning stage (template RA with access prompts).	EVC / Trip Leaders	From Aut 2025	All pupils can participate safely and meaningfully in visits and clubs.	Trip risk assessments; participation records; parent feedback.
Improve access to classroom technology (read-aloud, dictation, magnification, switch/alternative input as needed).	Computing Lead / SENDCo	Pilots Spr 2026; full rollout 2026–27	Pupils independently access learning materials; reduced adult dependency for access.	Provision map; assistive tech usage logs; pupil work samples.



5.2 Improving the Physical Environment

Action	Lead	Timescale	Success criteria / intended impact	Monitoring & evidence
Review emergency alert system to include both auditory and visual components; update evacuation plans for pupils with PEEPs.	Site Supervisor / H&S Lead	Feasibility Aut 2025; implement by Sum 2026 (subject to LA/Trust approval)	Compliance with best practice; safe and timely evacuation for all.	H&S records; drill evaluations; PEEP reviews.
Conduct light-touch accessibility walk each term focusing on routes, signage, classroom layouts and clutter reduction.	SLT / Site / SENDCo	Termly from Aut 2025	Barriers identified early and removed quickly; improved movement and orientation.	Walkthrough notes; action log; photos before/after.
Investigate acoustic improvements (soft furnishings, wall panels in selected rooms) where background noise impacts access.	Site / Business Manager	Options by Spr 2026; phased works 2026–27	Improved listening conditions for pupils with hearing or attention needs.	Noise/readability observations; teacher feedback; pupil voice.
Review security and safeguarding related aspects of the site – front doors and fencing	Headteacher / LA/SBM	Subject to LA timelines 2026–28	School is safer and access to the site is controlled	Invoices, plans and governor minutes.



5.3 Improving Access to Information

Action	Lead	Timescale	Success criteria / intended impact	Monitoring & evidence
Adopt plain-language standard for key communications; provide larger print and alternative formats on request (including translated versions where appropriate).	Office Manager / SLT	From Aut 2025	Parents and carers with disabilities can access information easily and promptly.	Sample communications; request log; parent feedback.
Ensure website content and downloadable documents follow basic accessibility good practice (headings, alt text, readable contrast, logical order).	Website Lead	Audit Aut 2025; improvements by Spr 2026; re-audit annually	Improved digital access for families using screen-readers or mobile devices.	Web audit checklist; analytics (bounce/time-on-page) where available.
Standardise visual timetables and symbol support where appropriate across classes.	SENDCo / Class Teachers	Aut 2025	Pupils understand routines and expectations; reduced anxiety; improved independence.	Learning walks; pupil/parent voice.

6. Monitoring, Review and Publication

This plan is reviewed termly by SLT/SENDCo to update progress and next steps; it is reported annually to the governing body (Health & Safety and/or Curriculum committees).

A formal review and re-ratification will take place in Autumn 2026 and Autumn 2027, with a full renewal in Autumn 2028. The plan is available on request and will be provided in alternative formats where reasonably required.

7. Roles and Responsibilities

Governing Body: Holds the school to account for progress; ratifies the plan.

Headteacher: Overall responsibility for implementation and resourcing.

SENDCo: Coordinates adjustments, provision mapping and staff training.

Site Supervisor/Business Manager: Leads premises actions and H&S compliance.

All staff: Apply reasonable adjustments and adapt teaching to remove barriers.