



Greenfields School Accessibility Plan 2025-26

Implemented	By Whom	Last Review	By Whom	Next Review
June 2025	R.Hill	September 2025	R. Redman and C.Singh	September 2026

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
16/08/24	1	Jennifer Parry	Review and update
03/05/25	2	Sarah Hale	Review and update
11/09/25	3	Creslyn Singh	Review and update

Mission Statement

Preparing learners for the future by providing a sustainable outstanding educational experience where all students realise pursue and achieve their full potential, enabling them to thrive as adults.

Aims

Greenfields school's accessibility plans are aimed at:

- Increasing the extent to which all students can participate in the curriculum
- Improving the physical environment of schools to enable all students to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information for all students.

We are committed to providing a fully accessible environment, which values and includes all students, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The definition of disability under the law states a disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included; medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

Vision and values

Greenfields School fully supports the following statements:

- We believe that all young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.
- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Contextual Information

Access to the main school building is provided via two entrances; one at the front of the building and one at the side which has a ramped access point these can be safely exited in the case of a fire alarm.

There is limited wheelchair access in our current building and lessons would have to be rescheduled to ensure equal access to the curriculum to the best of our ability due to the nature of the building due to its age and current planning restrictions. The school Policies on bullying, teaching and learning and school trips ensure that every opportunity is given to each young person to be safely included in all aspects of school life.

We have a lower floor classroom, dining room and kitchen which are all accessible for a person in a wheelchair and there is also access to a downstairs disabled toilet. The only part of the building that is not suitable for wheelchairs is the upstairs floor which comprises of 4 classrooms, *learning hub* and offices.

The Current Range of Disabilities within Greenfields School

The school is registered to provide education for students with specific Additional Learning Needs but currently no physical disabilities.

Considerations would need to be made in the following provisions:

Education

- Staff will continue to be made aware of any students with Disability or Additional Learning Needs
- Staff will continue to be made aware of strategies to make “reasonable adjustments” within the classroom so as not to place disabled students at a substantial disadvantage in accessing the curriculum
- Staff will need to adapt their teaching to the learning patterns of all the students according to their abilities and needs - Schemes of Work, lesson observation and Equal Opportunities Policy).
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other students, nor their Health and Safety
- Staff will continue to support students through their IEPs as drawn up by class teacher and ALENCO.
- The School, as an independent school, is not required under legislation to provide auxiliary support such as a classroom assistant, or auxiliary aids e.g.: laptops or hearing loops. The plan will be agreed for each student in consultation with social workers & virtual, the student and an appropriate specialist.

SPORTING & RECREATIONAL ACTIVITIES

- The School aims to provide equal access to all School activities for disabled students by making reasonable adjustments to the premises and/or activities.
- Individual Risk Assessment and management strategies will be provided for disabled students engaged in school trips or visits.

WELFARE AWARENESS

- Staff and students are to be made aware of disability and understand its effects and accept and support disabled students as part of School life PSE.
- Appropriate Staff INSET will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.
- The School's Equal Opportunities Policy, Bullying Policy will be updated to reflect inclusiveness and the difficulties faced by disabled students, thereby improve understanding and integration.
- The School will agree with care staff appropriate regular means of communication with regard to the student's progress, behavioural issues and the effects of any medication.
- Up-to-date information on students will be maintained
- Up-to-date information for staff will be maintained

DISABILITY POLICY: “REASONABLE ADJUSTMENTS”

Central Issues (for all Subjects):

- To ensure equal access to education as per those without disability.

To Achieve this:

- “Reasonable Adjustments” to be employed by teachers in and out of classroom to prevent substantial disadvantage to the disabled student.

NB: We are not legally obliged to provide auxiliary aids (laptop, hearing loop) nor particular services (designated classroom assistant) as an independent school.

So what are the “reasonable adjustments” which can be made within the classroom to accommodate those students with disability without prejudice to other students’ education and progress?

(E.g. by covering the syllabus more slowly at the pace manageable by the disabled student, this may be detrimental to other students’ educational progress). These will be different in each case and an IEP will be agreed between the student and the School.

Access to examinations within our current structure are upstairs in the examination rooms but this could be provided in a lower floor classroom if required.

Involving disabled people

We would involve the views and aspirations of the students themselves, the aspirations of their families, their local authorities and take advice from other disabled people and their supportive voluntary organisations.

The plans

We would address the three areas of improving access to:

- The physical school environment
- Access to education
- Access to information usually provided in written form.

Some students may need specialist furniture to support them within a classroom environment and this would be arranged prior to arrival to ensure inclusion.

Access to the curriculum

All areas of the curriculum are made available to students regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity would be made available. If a disability made handwriting difficult practicing keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity.

Depending on the impairments of our disabled students, we would plan specific staff training that will improve access to the curriculum and examinations. Specialist training is available from a number of sources.

Purchasing specialist equipment will increase access to the curriculum for students. Greenfields could purchase specialist equipment if needed such as: writing slopes, pencil grips, adjustable desks and chairs.

Access to school visits can be problematic for some disabled students. Reviewing our school's Visits Policy and investigating more accessible venues and transport providers would be necessary.

Making it happen

The lead responsibility within the school will be the ALNCO and SLT.

Action Plan A – Improving Physical Access

Ref	Area	Objectives	Time scale	Priority	Cost	Date Completed	Responsibility	Added to SERSDP 2022-2023
1	Corridors	Keep corridors clear from obstructions	Immediate	High	None	Ongoing	All Education staff	N/A
2	Wheelchair access to lower school site	In place as required	Immediate	High	None	Ongoing	SLT	N/A
3	Disabled parking	Spaces to be provided front of side door	Immediate	Medium	None	Ongoing	SLT	N/A

4	Changing and Shower facilities	PE takes place end of day they then shower at home	N/A	Medium	None	No facilities	SLT	N/A
5	Access to upper floor	We do not have lift access or an evacuation chair. Learners to remain on lower floor if unable to access upper classrooms	N/A	N/A	None	No facilities	SLT	N/A
7	Line marking on steps	Yellow lines on external steps, edging on internal stairs	16/12/2022	Medium		Requested	SLT	Added to SDP Accessibility section

Action Plan B – Improving Curriculum Access

Ref	Area	Objectives	Time Scale	Priority	Cost	Date Completed	Responsibility	Added to SERSDP 2021-2022
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for ALN pupils.	Immediate	High		Ongoing	All Education staff	Added to SDP section 3.1
3	Interventions	ALNCo to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	16/12/2025	High	Resourcing costs of identified areas to develop	Ongoing	R. Paginton	Added to SDP section 3.3
4	Classrooms are organised to promote the participation and	SLT to carry out an audit of resources. Staff to ensure that lessons	16/12/2025	High	Possible resource implications where identified	Ongoing	All Education staff	Added to SDP section 5.4

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	independence of all pupils	are planned to meet the needs of all pupils in the class. Learning walk on learning environments						
5	Staff training in the production, implementation of ALN	Staff training – see INSET/training calendar ALNCo to deliver training where possible. Identify gaps in knowledge and seek external advice where necessary.	Ongoing	High	Possible resource implications where identified. Release time if needed. External specialist costs	Ongoing	All education staff	Added to SDP section 5.3

Action Plan C – Improving the access of Written Information

Ref	Area	Objectives	Time Scale	Priority	Cost	Date Completed	Responsibility	Added to SERSD P 2021-2022
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1	Access to written information	Raising awareness of font size and page layouts will support students with dyslexia and visual impairments. Creating appropriate signage around the school to ensure direction and information is accessible to all.		High	Possible resource implications where identified	Ongoing	ALNCo	Added to SDP section 4.2.1
2	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats	16/12/2025	High	Possible resource implications where identified	Ongoing	All education staff	Added to SDP section 4.2.1
3	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website –with information on accessibility for parents with English as an additional language.	04/01/2025	High	Possible resource implications where identified	Ongoing	SLT	Added to SDP section 4.2.1

4	Engaging in another language	If a learner required to be taught Welsh/alternative language, we have teachers available to support this area of the curriculum. If a learner wanted to learn another language we would explore how to support this request.	16/12/2025	High	Possible resource implications where identified	Ongoing	All education staff	Added to SDP section 4.2.1 & 1.3.1
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This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Behaviour Policy
Curriculum Policies
Critical Incident Plan
Health & Safety Policy
School Improvement Plan
Additional Learning Needs Policy
And other relevant policies

The Access Plan will be reviewed annually and renewed every three years or as required.

Head teacher:	Creslyn Singh	Date:	11 th September 2025
Regional Lead	Rob McConomy	Date:	11 th September 2025