



Greenfields School Accessibility Plan 2025-26

Implemented	By Whom	Last Review	By Whom	Next Review
June 2025	R.Hill	March 2026	R. Redman and C.Singh	March 2027

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
12/03/26	4	Creslyn Singh	Reviewed

This Accessibility Plan aligns with the Equality Act 2010 (as applied in Wales), the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET), Welsh Government guidance on Accessibility Planning, the Independent School Standards (Wales) Regulations 2024

Mission Statement

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

Greenfields School promotes an accessible, trauma-informed environment where reasonable adjustments ensure equitable participation for all learners, including those with ALN, sensory needs, communication needs, SEMH needs and physical or medical considerations.

Aims

Greenfields school's accessibility plans are aimed at:

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

We are committed to providing a fully accessible environment, which values and includes all learners, 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.

A disabled person is someone with a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (Equality Act 2010).

This includes (but is not limited to):

- mobility, sensory, or physical impairments
- neurodevelopmental conditions (e.g., autism, ADHD)
- long-term medical conditions (e.g., epilepsy, diabetes)
- mental health conditions
- specific learning difficulties (e.g., dyslexia)
- communication and social interaction needs

Our accessibility duties also reflect our legal obligations under the ALNET Act (2018), requiring person-centered planning, multi-agency collaboration, and the elimination of disadvantage through proactive 'reasonable adjustments'

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.
- This plan supports learner rights under the UNCRC, particularly Articles 12, 23, 28 and 29, ensuring inclusion, participation, dignity and fairness.

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.

Although the building has structural limitations due to age and planning restrictions, the school ensures compliance with the Equality Act by making all reasonable adjustments to avoid placing learners at substantial disadvantage.

Learners will never be denied access to education; alternative space, timetabling or remote access will be used where needed.

The Current Range of Disabilities within Greenfields School

The school currently supports learners with ALN predominantly relating to SEMH, communication, cognition and learning needs. The building is partially accessible for wheelchair users on the lower floor. We anticipate that future learners may have physical or medical disabilities requiring additional adjustments.

Considerations would need to be made in the following provisions:

Education

- Staff will continue to be made aware of any learners 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 learners at a substantial disadvantage in accessing the curriculum
- Staff will need to adapt their teaching to the learning patterns of all the learners 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 learners, nor their Health and Safety
- Staff will continue to support learners 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 learner in consultation with social workers & virtual, the learner and an appropriate specialist.

SPORTING & RECREATIONAL ACTIVITIES

- The School aims to provide equal access to all School activities for learners by making reasonable adjustments to the premises and/or activities.
- Individual Risk Assessment and management strategies will be provided for learners engaged in school trips or visits.
- All offsite visits and sports activities must undergo an accessibility audit, taking into account sensory needs, mobility, communication needs and emotional regulation.

WELFARE AWARENESS

- Staff and learners are to be made aware of disability and understand its effects and accept and support learners 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 all learners, thereby improve understanding and integration.
- The School will agree with care staff appropriate regular means of communication with regard to the learner’s progress, behavioural needs and the effects of any medication.
- Up-to-date information on learners will be maintained
- Up-to-date information for staff will be maintained

DISABILITY POLICY: “REASONABLE ADJUSTMENTS”

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Central Issues (for all Subjects):

- To ensure equal access to education as per those without disability.
- The school follows the anticipatory duty under the Equality Act — meaning we plan adjustments before barriers arise wherever possible.

To Achieve this:

Staff receive regular training on disability awareness, trauma-informed practice, neurodiversity, communication differences and emotional regulation.

As an independent school, we consider requests for auxiliary aids or adjustments on a case-by-case basis in line with the Equality Act's duty to remove disadvantage.

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

(E.g. by covering the syllabus more slowly at the pace manageable by the learner, this may be detrimental to other learners’ educational progress). These will be different in each case and an IEP will be agreed between the learner 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. Where examinations or assessments are used, access arrangements (e.g., reader, scribe, rest breaks, separate room) will be applied following JCQ guidance and Equality Act requirements.

Learner voice is central.

Adjustments will only be finalized after collaborative discussion with the learner, ALNCo, parents or corporate parents, and external agencies.

We would involve the views and aspirations of the learners 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 learners 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 learners 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 learners, 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 learners. 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 learners. 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

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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 learners.	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 independence of all learners	SLT to carry out an audit of resources. Staff to ensure that lessons are planned to meet the needs of all learners in the class. Learning walk on learning environments	16/12/2025	High	Possible resource implications where identified	Ongoing	All Education staff	Added to SDP section 5.4
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

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Ref	Area	Objectives	Time Scale	Priority	Cost	Date Completed	Responsibility	Added to SERSD P 2021-2022
1	Access to written information	Raising awareness of font size and page layouts will support learners 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.

Headteacher:	Creslyn Singh	Date:	22 nd October 2025
Proprietor:	Rob McConomy	Date:	22 nd October 2025