



**The Greenfield &  
Hurst Drive Federation**

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# Accessibility Policy & Action Plan

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**Plan Last Reviewed: March 2026**

**Plan Next Review: March 2029**

## Contents

Aims.....	3
Legislation and guidance.....	3
Monitoring arrangements.....	4
Links with other policies This accessibility plan is linked to the following policies and documents: .....	4
Hurst Drive Action Plan .....	5
Appendix a: Hurst Drive Accessibility Audit.....	10
Greenfield Action Plan .....	11

## 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; and,
- Improve the availability of disabled information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school. The plan will be made available online on the school website, and paper copies are available upon request.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

## 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 Full Governing Body.

Links with other policies This accessibility plan is linked to the following policies and documents:

- [Greenfield Health and Safety Policy](#)
- [Hurst Drive Health and Safety policy](#)
- Equality Information and Objectives Policy
- Greenfield SEND Information Report
- Hurst Drive SEND Information Report
- Supporting Pupils with Medical Conditions Policy

Hurst Drive Action Plan: This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is disabled. This includes:</p> <ul style="list-style-type: none"> <li>• Video (e.g. SEND Information Report)</li> <li>• Verbal (e.g. Pastoral Support Team signposting parents/carers as needed; Office Admin supporting parents/carers with completion of forms where necessary)</li> <li>• Paper copies (including large print as requested) of any policies</li> </ul>	<p>Research providers for systems to support pupils/staff members with disabilities, including those who are deaf, partially sighted or blind</p>	<p>Create a list of providers (e.g. loop systems) and store in the Site Manager's office</p>	<p>Site Manager</p>	<p>As needed</p>	<p>Reasonable adjustments can be done as and when required.</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils, parents/carers and staff as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled parking bays • Disabled toilets and changing facilities</li> <li>• Automatic external doors</li> <li>• Automatic corridor lights (new build only)</li> </ul>	<p>Ensure any redevelopment of the inclusion spaces includes reasonable access (i.e. compliant with the Equalities Act 2010)</p> <p>Be prepared to address lack of step-free access to the nurture room (internally) and neighbouring classrooms (internal and external)</p>	<p>Step Free access to nurture room and neighbouring classrooms can be accessed from external doors.</p>	<p>SBM &amp; Site Manager  Headteacher</p>	<p>Reasonable adjustments can be done as and when required.</p>	<p>All children and staff/visitors are able to access all areas of the school regardless of disability. All classrooms permit reasonable access for any disabled persons.</p>

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils (e.g. Nurture Group).</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Staff access annual training regarding the Equality Act 2010</p>	<p>Arrange for visitors with a disability to complement our programme of assemblies (i.e. so children may meet and question those successful individuals who happen to be disabled)</p> <p>Ensure daily high-quality teaching enables access to the curriculum for all children through provision of appropriate adaptive teaching</p>	<p>Inclusion Lead and PSHE Lead to work together to contact local charities (e.g. Herts Vision Loss) to arrange for a termly assembly, featuring a disabled person or persons.</p> <p>CPD to focus on EEF 5-a-day approach.</p>	<p>Inclusion Lead &amp; PSHE Lead</p> <p>Inclusion Lead/SLT/Phase Leaders</p>	<p>Reasonable adjustments can be done as and when required.</p>	<p>Staff and children have a greater awareness of those with disabilities.</p> <p>Herts Vision Loss to work with Inclusion Leader, during SEND Awareness week.</p> <p>Teachers are confident to adapt teaching appropriately so that all children including those with SEND are supported to access the curriculum and to make progress.</p>
Internal Alternative Provision (IAP)	<p>The IAP runs on an adapted curriculum based on Year 1 learning, which is modified to meet the individual needs of each child. It follows a structured routine that the children respond to well and operates in line with the behaviour policy, including strategies such as the Zones of Regulation. The approach emphasizes hands-on learning, e.g. baking, forest school, rather than extended periods of sitting and writing, while also providing opportunities for children</p>	<p>Enable children to access the curriculum at a level appropriate to their needs.</p> <p>Support children in beginning to interact with peers in a positive and appropriate manner.</p> <p>Encourage engagement in learning and participation in classroom activities.</p>	<p>Provide up-skilling and professional development for classroom TAs and Birch LSAs.</p> <p>Inclusion Lead to meet with teachers to work collaboratively and ensure smooth</p>	<p>Inclusion Lead/SLT</p> <p>Inclusion Lead/Class teachers</p>	<p>As required</p>	<p>Children engage in learning and are able to interact with peers effectively.</p> <p>Children will make measurable progress in their learning, reflecting their individual targets and needs.</p> <p>Some children will reintegrate into the mainstream classroom full-</p>

	to write and engage in seated activities for shorter, more accessible periods. Children are assessed using M Scales, and each has individual targets reflective of their needs, which are reviewed termly.	Facilitate reintegration into mainstream classrooms, either part-time or full-time, when children are ready.	transitions for children.			time, while others will participate in specific lessons as appropriate.
<b>Nurture Group</b>	<p><b>Established Practice</b></p> <ul style="list-style-type: none"> <li>• A dedicated nurture space is available for pupils who need support with emotional regulation.</li> <li>• Regular check-ins with identified pupils to support wellbeing and identify concerns early.</li> <li>• Weekly nurture sessions focusing on emotional literacy, social skills, self-regulation and protective behaviours.</li> <li>• Pupils are supported to regulate and return to class so they can continue learning.</li> <li>• Positive relationships between nurture staff and pupils help children feel safe, valued and listened to.</li> <li>• Staff use calming strategies such as quiet time,</li> </ul>	<p><b>Short-Term Objectives</b></p> <ul style="list-style-type: none"> <li>• Provide a safe and supportive environment where pupils feel secure and understood.</li> <li>• Support pupils to regulate their emotions and reduce anxiety during the school day.</li> <li>• Help pupils develop basic self-regulation strategies to manage feelings and behaviour.</li> <li>• Address immediate social or emotional concerns that may affect learning.</li> </ul> <p><b>Medium-Term Objectives</b></p>	<p>Identify pupils who would benefit from nurture support through discussions with teachers and pastoral staff.</p> <p>Provide regular nurture group sessions focusing on emotional literacy, social skills and self-regulation.</p> <p>Offer a safe space where pupils can calm, regulate and talk about any worries.</p> <p>Implement small group interventions (e.g. Life Skills sessions) for pupils needing additional</p>	<i>Nurture Team</i> Nicola Chanter & Nicole Jackson	As required	<p>Pupils feel safe, supported and able to talk to staff about their worries.</p> <p>Pupils show improved ability to regulate their emotions and behaviour.</p> <p>Increased engagement in lessons and improved focus during the school day.</p> <p>Pupils develop positive relationships with peers and staff.</p> <p>Reduction in incidents of distress, disruption or withdrawal from learning.</p> <p>Pupils are able to return to class more quickly after using the nurture space.</p> <p>Pupils demonstrate greater confidence and</p>

	<p>breathing techniques and supportive conversations.</p> <ul style="list-style-type: none"> <li>Ongoing communication with class teachers and pastoral staff to ensure consistent support.</li> </ul> <p><b>Practice Under Development</b></p> <ul style="list-style-type: none"> <li>Expanding small group interventions such as Afternoon Life Skills sessions for pupils who struggle with focus and regulation later in the day.</li> <li>Developing a wider range of self-regulation strategies to build pupil independence.</li> <li>Strengthening communication and engagement with parents regarding nurture support.</li> <li>Increasing staff awareness and use of nurture approaches across the school.</li> <li>Monitoring and reviewing the impact of nurture provision to ensure pupils are successfully supported in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Develop pupils' emotional literacy, confidence and social skills.</li> <li>Support pupils to build positive relationships with peers and staff.</li> <li>Improve pupils' engagement in lessons and ability to remain in the classroom.</li> <li>Help pupils use self-regulation strategies more independently.</li> </ul> <p><b>Long-Term Objectives</b></p> <ul style="list-style-type: none"> <li>Enable pupils to access the full school curriculum with greater independence.</li> <li>Support pupils to develop resilience, confidence and positive coping strategies.</li> <li>Promote long-term emotional wellbeing and positive behaviour for learning.</li> </ul>	<p>support with focus and behaviour.</p> <p>Teach and practise strategies to help pupils manage emotions and return to learning.</p> <p>Maintain regular communication with class teachers to ensure consistent support in the classroom.</p> <p>Communicate with parents where appropriate to support pupils' wellbeing.</p> <p>Monitor pupils' progress and review support regularly to ensure interventions are effective.</p> <p>Support pupils in transitioning back into the classroom environment successfully.</p>		<p>independence in managing their feelings.</p> <p>Positive feedback from staff, pupils and parents regarding the impact of nurture support.</p> <p>Pupils are successfully supported to access and remain in the classroom environment.</p>
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### Appendix a: Hurst Drive Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	N/A	N/A	N/A
Corridor access	All corridors at least 0.9m in width allowing for manoeuvrability for wheelchair users	Limit obstacles in the corridor (i.e. remove trip hazards; where possible, move storage furniture into classrooms)	Site Manager	Ongoing
Parking bays	Designated disabled parking bay	None	N/A	N/A
Entrances	Automatic gates and doors	Maintain facilities	Site Manager	Ongoing
Ramps	Step-free access to all areas of the school bar the Nurture Room and neighbouring classrooms.	Prepared to swap the classrooms as needed to support access for a disabled pupil or staff member	Executive Headteacher	As required
Toilets	Toilets disabled to disabled persons available in both buildings	Maintain facilities	Site Manager	Ongoing
Reception area	Space is limited due to the school originally being built as a one and a half form entry before becoming a two-form entry school, but it is all on one level and administration staff have a complete view of those entering and exiting the building so can offer support as needed	None	N/A	N/A
Emergency escape routes	Individual risk assessments in place for those pupils / staff who require one	Evaluate individual risk assessments in light of each fire evacuation, PEEP (Personal Emergency Evacuation Plan) (or other emergency procedure)	Site Manager	Ongoing

Greenfield Action Plan – updated 13/01/2026

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b>	<b>Actions to be taken/ by who</b>	<b>Timescale</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	Our school ethos is to treat each child as an individual. We tailor our curriculum and provision to meet the needs of the cohort. Pupils' development is monitored regularly, and support plans are put in place for children who require additional support. We have strong links with Health Visiting and access to Early Years SEND who can advise on matters around inclusion and differentiation. We liaise and include parents in the assessment and monitoring process.	To ensure that children that may have a disability are identified at the earliest opportunity so that provision is in place for the child and the family when they start Nursery to ensure a smooth transition	Families identified at admission are contacted by SENDCo for a meeting about their child's needs and any relevant paperwork/planning collected to advise on provision  Included in this is to ensure that DAF is used appropriately to support accessibility for the individual child	Ongoing	Children will have a smooth transition into Nursery.  Families will feel supported.  Adaptations to the provision will be observable
Improve and maintain access to the physical environment	The environment is adapted to meet the needs of pupils, parents, carers and staff in the following ways:  <ul style="list-style-type: none"> <li>- One level access to all areas of the Nursery</li> <li>- Accessible parking bay available</li> <li>- Accessible toilet for adults</li> </ul>	To ensure that toileting facilities for children including those with disabilities are fully Accessible  To ensure that the Nursery environments are adaptable to meet the differing disability needs of the children	To update the toilet facilities for children  To update provision of tables and chairs that so that they can adjust in height  Completed in Explores Class 2024  Deputy Headteacher and Inclusion Lead	September 2027    Pioneers  September 2027	Toilets will be of a high standard and accessible regardless of the child's disability  Children will be able to reach tables and chairs

<p>To improve the delivery of information to pupils with a disability</p>	<p>Our school uses visuals and Makaton to ensure that children are taught the skills to be able to express their needs wants and interests and to understand and access the curriculum</p> <p>We use Facebook, our website and email communication to let families know what services are available in the local community to support their needs</p> <p>We have policies in place to support children with medical conditions and SEND needs which are available on our website</p>	<p>To ensure that visual is embedded into the environment for children to be able to communicate</p> <p>Look into other methods of communication/communication aids to support children</p> <p>To ensure that parents/carers are fully aware of the practices and procedures that are in place to support their children with a disability and or long-term medical condition.</p>	<p>To audit the environment</p> <p>To access social communication training for staff who require it</p> <p>Research ACC devices/apps that can support children's communication</p> <p>To explain processes to families (flow chart) or meetings to ensure that families have a full understanding of how we support their child if they have a disability</p> <p>Inclusion Lead</p>	<p>Autumn 2026</p>	<p>Children can fully communicate their needs wants and interests regardless of communication differences</p> <p>Families feel prepared and confident on our ability to support their children with disabilities and/or medical conditions</p>
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