



COMMITTED TO
EXCELLENCE

GREENSHAW HIGH SCHOOL

Greenshaw High School

Accessibility Plan

Greenshaw High School is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Greenshaw High School Accessibility Plan

January 2026

This Accessibility Plan applies to Greenshaw High School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Director of Operations

This plan was approved by the Governing Body on: 28 January 2026

This plan is due for review by: January 2027

Greenshaw High School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of Greenshaw High School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Greenshaw High School Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Greenshaw High School

Greenshaw is a mixed sex, secondary comprehensive school with 1900 students on roll. The school comprises of several buildings covering a large site, mostly of one or two storey construction.

The SEND department houses a speech and language base which supports 30 pupils with speech and language needs.

Greenshaw High School's vision for disabled pupils:

We are a forward looking school without limits; a dynamic community; welcoming to all; a family which values the journey and the destination. We all take responsibility, we believe in each other, strive for success and lead by example. We are ambitious, sharing an exciting vision, building lives for the future.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers and ensure that all pupils can take part in the day to day life in our school and benefit from the learning experiences we provide

Our School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

Plan	Impact	Resp	Y1 review	Y2 review	Final review
<i>To ensure that Learning Plans have been completed on a termly basis for pupils with SEN and disability who require them</i>	<i>The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment.</i>	SENCO	In place. Review and ascertain if improvements can be made to enhance student experience.	In place. Review and ascertain if improvements can be made to enhance student experience. This has now been extended to pupils with SEMH needs.	In place. There is now a consistent approach to Learning Plans across the four broad areas of need for pupils who require them.
<i>To ensure all pupils with medical needs have a care plan which enables them to access the curriculum as fully as possible.</i>	<i>Improved attainment and progress for students with medical needs</i>	Office Team/Attendance	In place. Review and ascertain if improvements can be made to enhance student experience.	Inclusion Management Team meetings have created a more joined up process for ensuring students' medical needs are communicated and met.	In place. This is now managed by the Office and Attendance teams to draw a clearer distinction between medical needs and SEND.
<i>Educational Psychologist on site once a week to support vulnerable students and those with SEN and disability</i>	<i>Improved attainment and progress for SEND students</i>	SENCO	In place. Review and ascertain if improvements can be made to enhance student experience.	Educational Psychologist on site once a week to manage a caseload of vulnerable students and those with SEN and/or disability as directed by the SENCO.	In place. The Educational Psychology waiting list is carefully managed by the SENCO with the support of the Inclusion Management Team to ensure timely support for the most vulnerable pupils.
<i>To support students with Social, emotional and mental health needs to access the curriculum. The SEMH team has 3 support members of staff.</i>	<i>The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment.</i>	SENCO	In place. Review and ascertain if improvements can be made to enhance student experience	To support students with Social, emotional and mental health needs to access the curriculum. The Junction has 2 support members of staff and 1 volunteer.	'The Junction' has been formally renamed SEMH Support and fully integrated into the Inclusion department following a recent restructure. This service is headed by an SEMH Lead,

					supported by two Inclusion Key Workers.
<i>Targeted structure of Teaching Assistants to create roles aimed at directly supporting students in the core subjects, particularly those students with dyslexia and those with low prior attainment.</i>	<i>The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment.</i>	SENCO	In place. Review and ascertain if improvements can be made to enhance student experience.	Targeted structure of Teaching Assistants to directly support students identified through Greenshaw baseline assessments with their literacy and/or numeracy skills.	In place. Targeted TA support is continually scaled and refined. We provide responsive literacy and numeracy interventions tailored to the rising complexity of student needs, informed by baseline assessment data.
<i>EAL Coordinator role created to increase accessibility for students with EAL, who have limited proficiency in the English language</i>	<i>Increased accessibility to the curriculum Inclusion within the whole school community Improved ability to understand and use the English language Improved understanding of British values and culture</i>	SENCO		In place. Review and ascertain if improvements can be made to enhance student experience and outcomes.	In place. EAL support is continually scaled and refined. We provide responsive interventions to meet the needs of a growing population of pupils with EAL who are new to the English language.
<i>To embed the Inclusion department restructure which established Inclusion Managers for each of the four broad areas of need. The focus is now on fostering distributed leadership and a shared vision of Inclusion rooted in our five core values.</i>	<i>Distributed expertise ensures that the most vulnerable students across all four areas of need have equitable access to the curriculum and successful pathways into further education or employment.</i>	SENCO	In place. Review and ascertain if improvements can be made to enhance student experience.		

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
<i>Improve accessibility in the Inclusion and RS block</i>	<i>No student has impaired access to learning as a result of a lack of equipment.</i>	SLT	Installation of new accessible lift planned for summer 2024.	Lift installed and awaiting commissioning.	Lift commissioned and in use.
<i>Improve accessibility in the English and Maths block</i>	<i>No student is impacted by a lack of accessibility to the building and environment</i>	SLT	The block will be demolished in Easter 2025 and replaced with a more accessible block as part of the wider schools rebuilding programme project.	The works are continuing on programme. Students will move from the English and Maths block in April 2025 into fully accessible temporary blocks while the construction of the prominent blocks takes place.	Students are now using the temporary block which is fully accessible.
<i>Improve accessibility around the site</i>	<i>People with reduced mobility can access all parts of the school estate</i>	SLT	Building works are underway to remodel the school school estate and make all areas accessible		
<i>Refurbishment of the Inclusion department to enhance the environment in which students access support. Features include 1:1 office pods, vision panels, and access control, with phase two focusing on new furniture and a sensory-informed repaint.</i>	<i>Improved accessibility to Inclusion team support that prioritises student dignity and emotional regulation.</i>	SENCO	In place. Review and ascertain if improvements can be made to enhance student experience.		

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
<i>School newsletters are available in a larger font and size if there are parents who are visually impaired.</i>	<i>Parents and pupils feel fully involved in the life of the school and can access important information</i>	<i>Communications team</i>	In place. Review and ascertain if improvements can be made to enhance student experience.	Remains in place	
<i>The website is written in user-friendly language, with as non-complex vocabulary as we can manage</i>	<i>Parents and pupils feel fully involved in the life of the school and can access important information</i>	<i>Communications team</i>	In place. Review and ascertain if improvements can be made to enhance student experience.	Remains in place	
<i>Students who have Speech and Language difficulty get extra support in order to help them access the online learning platform (FROG) and complete their homework.</i>	<i>Parents and pupils feel fully involved in the life of the school and can access important information</i>	<i>Communications team</i>	In place. Review and ascertain if improvements can be made to enhance student experience.	Remains in place	