

Accessibility plan

Flanderwell Primary School



Approved by: Mr A
Cornes

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1. 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Here at Flanderwell, our key values are: respect, aspiration, inclusion, kindness and compassion. Inclusion being central to all that we do.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including

- Visitors to school
- Pupils
- Staff (site supervisor, class teachers, Tas, SLT, office staff)
- Buildings Manager
- External agencies

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a broad, balanced and ambitious curriculum for all • Staff are trained/supported in recognizing adaptations to support all children in accessing the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • We work alongside external agencies such as the Specialist Inclusion Team • We have curriculum/subject leaders who lead and support across school • We plan for visits both within and outside of school that enhance the curriculum and provide all young people with firsthand experiences, always evaluating the accessibility of visits and 	<p>For senior and middle leaders to continue to support staff in developing appropriate adaptations to the curriculum on a need-by-need basis</p> <p>To continue to work with external providers in support the whole child</p> <p>To continue to review the curriculum to ensure that it is appropriate and accessible for all</p>	<p>Subject leaders to continue to support staff in developing their subject knowledge of each curriculum area</p> <p>Staff to attend relevant CPD</p> <p>SENDCo to continue to support staff, alongside external agencies, in best meeting the needs of each of our young people</p> <p>SLT/Subject leaders to continue to review the curriculum offer through monitoring and pupil voice</p>	<p>SLT SENDCo Subject leaders Class Teachers</p>	<p>End of academic year – ongoing</p>	<p>All children will be able to access and make progress within all curriculum areas</p> <p>Staff will feel confident in their subject knowledge and how best to support each individual child</p>
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AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>their suitability or each young person</p> <ul style="list-style-type: none"> We utilize Birmingham Toolkit for those who may require the use of this small steps progress tracker 						
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> The school is set across one level All areas of school are accessible for all The school works closely with external agencies such as physio and occupational therapists The school has arrangements in place for any young person with a physical disability for pick ups and drop offs The school has a disabled toilet area The school works closely with the building's manager The school employs a site supervisor 		For all children/visitors to school to continue to safely access the school grounds/site/buildings	<p>Ongoing health and safety checks</p> <p>PEEP plans in place where required</p> <p>Adaptations to the environment to be carried out where appropriate</p>	SLT Site supervisor Buildings Manager SENDCo Class Teachers	End of academic year – ongoing	The school site will be safe and accessible for all

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> Translated documentation where required School website and Dojo allow for translation Increased print size where required Adapted resources where required Use of additional resources such as colored overlays where required Bespoke curriculum plans in place for those who require this, such as through the use of Birmingham Toolkit Specific considerations implemented on an individual basis Working alongside external agencies 		For all pupils to be able to effectively access all relevant information related to school	<p>Continued use of website and Dojo translators – ensuring all families understand how to use this feature</p> <p>Quality first teaching strategies, related to individual children, to be included within IEPs and shared will all relevant</p> <p>Birmingham Toolkit to continue to be used for those who require this and for staff to receive update training where required. This will be monitored by the SENDCo/SLT</p> <p>Continue to work closely with external agencies through the assess, plan, do, review cycle</p>	<p>School office</p> <p>SLT</p> <p>SENDCo</p> <p>Class Teachers</p> <p>External agencies</p>	End of academic year – ongoing	All children will be able to effectively access all required/relevant information

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the DSAT board of trustees and Mr Cornes.

It will be approved by the DSAT board of trustees and Mr Cornes.

5. Links with other policies

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

- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Checking for understanding policy
- Educational visits policy