



FLASH LEY COMMUNITY PRIMARY SCHOOL AND NURSERY

ACCESSIBILITY PLAN

Approved: October 2025

Next Review: October 2028

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 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
- Improve the availability of accessible 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.

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.

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by It will be approved by the Full Governing Board

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premise

3. Action plan

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

TARGET	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
To be aware of the access needs of disabled children, staff and parents/carers	<ul style="list-style-type: none"> • Ensure the school staff are aware of access issues (access meaning to and from) • Create access plan for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process • Ensure staff can access areas of school used for meetings • Annual reminders to parents/carers through newsletter to let us know if they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is reviewed if someone at school (pupil or adult) becomes physically impaired • Communication in print around school to help children's understanding and visual recognition 	As required	<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils and all staff are aware of pupils' needs • All staff are confident that their needs are met • Continuously monitored to ensure any new needs arising are met • Parents have full access to all areas of school • PEEP's are prepared and reviewed as individual needs change
Maintain safety for visually impaired people	<ul style="list-style-type: none"> • Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges • Check exterior lighting is working on a regular basis 	If needed	Visually impaired people feel safe in school grounds

	<ul style="list-style-type: none"> Put black/yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate 		
Lunchtime in own classrooms	Ensure children who need longer to eat lunch have more time during lunchtime	Daily	All children can access adequate time for lunch
Ensure there are enough fire exits around school that are suitably for people with a disability	Health and safety checks are regularly carried out Ensure staff are aware of the need to keep fire exits clear	Daily	All disabled personnel and pupils have safe exits from school
Whole School Evacuation	Ensure all children with physical disabilities can be safely evacuated from the building in the event of an emergency Children to have PEEP's if needed	If needed	All physically disabled persons can be safely evacuated
Accessible car parking	<ul style="list-style-type: none"> Disabled members of staff and visitors have a place to park in the staff car park The gates into the playground can be opened to allow people with mobility issues/wheel chairs to access the main school building 	On going	There are plenty of spaces for staff and visitors to park throughout the day We have one allocated disabled bay nearest to the school entrance.

Improving the curriculum access

Access to learning in class	<ul style="list-style-type: none"> Review SEND children's access to curriculum within class sessions Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed Ongoing monitoring from SENCO 	If needed	All pupils have equal access to a broad and balanced curriculum
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	<ul style="list-style-type: none"> • Liaise with external professionals if children require specific equipment and adaptations 		
All school visits and trips need to be accessible for all pupils	<ul style="list-style-type: none"> • Risk assessments to ensure all children including children with physical disabilities can access trips • Ensure venues and means of transport are vetted for suitability 	On going	All pupils are able to access all school trips and take part in a range of activities
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	<ul style="list-style-type: none"> • Ensure whole school events can be adapted to include all children • Discuss with staff who run after school clubs/extended provision • Ensure there is a way of getting children with mobility issues/wheelchairs to their activity 	As required	Disabled children are able to participate equally in and out of school activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	On going	All pupils have access to PE and are able to excel, for example via support from an adult
Ensure staff have specific training on disability issues	Identify training needs	On going	Raised confidence of support staff
Communication with parents	<ul style="list-style-type: none"> • Ensure parents have access to our SEN provision • Ensure parents can contact SENCO • Ensure that the annual report to parents of SEND is accessible and informative for parents 	On going	Parent/school communication is shared Parents confidently contact SENCO for support and advice
Pupil Voice	<ul style="list-style-type: none"> • Children are given opportunities to share their concerns, their views and ideas 	On going	Children voice is heard and acted upon