



# **Equality Information Objectives & Accessibility Plan**

**2026 – 2029**

|                       |            |                         |
|-----------------------|------------|-------------------------|
| <b>Approved by:</b>   | SLT        | <b>Date:</b> March 2026 |
| <b>Approved by:</b>   |            | <b>Date:</b>            |
| <b>Last reviewed:</b> | March 2026 |                         |
| <b>Next review:</b>   | March 2029 |                         |

## 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.

We strongly believe that every member of our school community should be part of a happy and caring environment in which we can learn, achieve and work together regardless of race, religion, gender or ability. We aim to equip pupils with an awareness of our increasingly diverse society, an ability to celebrate difference and a desire to be part of it.

## LEGISLATION & 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](#).

Under the Equality Act 2010, schools should have published Equalities Information & an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation and carries the message that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. This plan is listed as a statutory document by the Department for Education (DfE) and must be reviewed every three years. The aims of our Accessibility Plan will run for up to three years but must be reviewed and evaluated regularly.

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 premises.

## OUR EQUALITY OBJECTIVES

As detailed on our Equality Statement, we have seven key equality objectives:

- Access – Ensuring equality of access for all pupils and preparing them for life in a diverse society.
- Respect – Encouraging pupils to respect the fundamental British Values of democracy.
- Resources – Using materials that reflect the diversity of the school population and local community without stereotyping.

- Discrimination – Promoting attitudes and values that challenge any discriminatory behaviour or prejudice.
- Opportunity – Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Involvement – Seeking to involve all parents in support their child’s education.
- Teaching – Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

## **MONITORING & REVIEW**

The Headteacher, SEND Co-ordinator and SEND Governor are responsible for this plan. This plan will, from this point forward, be reviewed every three years by the SEC Committee on behalf of the Full Governing Body and revised accordingly. This plan will be available to parents on the policies page of the website.

This policy should be read in conjunction with:

- Admissions Policy;
- Attendance Policy;
- Behaviour Policy;
- Curriculum Policy;
- Health & Safety Policy;
- SEND Policy;
- School Improvement Plan; and
- Supporting Pupils with Medical Conditions Policy.

Attached is a set of action plans showing how the school will address the objectives identified in the plan.

## ACCESSIBILITY PLAN & EQUALITY OBJECTIVES

### Access to the Curriculum

How we plan to increase the extent to which disabled pupils and young people can participate in our school curriculum:

|             | Targets                                                                                                                                                                                                                                                                                                                                                                                                                                | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Timeframe             |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Short Term  | <ul style="list-style-type: none"> <li>• Ensure that pupils with disabilities can access all areas of the curriculum</li> <li>• Promote awareness of the needs of individuals with disabilities across the school</li> <li>• The PE curriculum is developed to provide a wider range of activities and sports to include disabled pupils, professional development will need to go hand-in-hand with curriculum development</li> </ul> | <ul style="list-style-type: none"> <li>• Early consultation with parents on entry</li> <li>• Staff training on inclusion &amp; training for the needs of individual pupils</li> <li>• Provide effective differentiation for children with SEND</li> <li>• Follow external advice regarding individual children &amp; areas of the curriculum</li> <li>• Co-ordinators to ensure there is inclusion within their subject.</li> <li>• Teaching resources to be adapted where needed</li> </ul> | <ul style="list-style-type: none"> <li>• Staff are aware of the needs of the pupil</li> <li>• All staff are aware of their responsibilities towards disabled pupils and have a greater awareness of disability</li> <li>• Planning shows differentiation to consider individual pupil's needs</li> <li>• Reasonable adjustments are made to support individual pupils' needs</li> <li>• Disabled pupils able to access all subjects.</li> <li>• Resources are matched to the individual pupils needs (ie, enlarged print for visual impairment)</li> </ul> | In progress & ongoing |
| Medium Term | Update resources regarding promotion of awareness of different disabilities. This may be subject to limitations – time / budget constraints.                                                                                                                                                                                                                                                                                           | Audit & update of all curriculum resources for disability awareness                                                                                                                                                                                                                                                                                                                                                                                                                          | Improvement of awareness of disability across the school body                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Annually              |

### Physical Access

|            | Targets                                                                                                                                                                                                                                                             | Strategies                                                                                                                                                                                                                                                                          | Outcome                                                                                                                                                             | Timeframe             |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Short Term | <ul style="list-style-type: none"> <li>• Ensure transport access at the front of the school</li> <li>• Ensure children who are wheelchair users or who use walking aids can access all areas of the school where possible (steps between KS1 &amp; hall)</li> </ul> | <ul style="list-style-type: none"> <li>• Parents / Carers with children who have disabilities can park in the staff car park at the start and end of the school day</li> <li>• Access to hall can be made from outside classroom door and into hall through KS2 corridor</li> </ul> | <ul style="list-style-type: none"> <li>• Disabled parking access is fit for purpose</li> <li>• Access to all parts of the school site is fit for purpose</li> </ul> | In progress & ongoing |

|           |                                                                                                                    |                                                                                                                                                             |                                                                      |           |
|-----------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------|
|           | <ul style="list-style-type: none"> <li>• Ensure children have access to a disabled toilet</li> </ul>               | <ul style="list-style-type: none"> <li>• Access to the disabled toilet can be made from outside the classroom door and through the main entrance</li> </ul> |                                                                      |           |
| Long Term | Ensure children who are wheelchair users or who use walking aids can access all areas of the school where possible | All maintenance and improvement work to take account of the need to improve physical access to school building (eg, door widths & door sill height)         | Children with disabilities can access all areas of the school safely | 2-3 years |

## Written Information

|            | Targets                                                                                                                                                                                                                                                                          | Strategies                                                                                                                                                                                                                                                                                                                                                                            | Outcome                                                                                                                                                                                                | Timeframe             |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Short Term | <ul style="list-style-type: none"> <li>• Ensure parents with visual disability or learning difficulties have equal opportunity to access information from the school</li> <li>• Ensure access arrangements are in place for children with regard to testing in school</li> </ul> | <ul style="list-style-type: none"> <li>• Highlight school documentation available in larger print on request</li> <li>• Ensure all communication is clearly given to parents who have learning difficulties or are unable to read. Staff available for support – 1:1 reading</li> <li>• Access arrangements in place: 1:1 reader, scribe – to meet the needs of the child.</li> </ul> | <ul style="list-style-type: none"> <li>• Greater communication &amp; increased parental knowledge of the school</li> <li>• Children to be able to access tests to the best of their ability</li> </ul> | In progress & ongoing |
| Short Term | Look at the various needs of pupils with disabilities ensuring suitable written information is provided (i.e. visual timetables, symbols)                                                                                                                                        | <ul style="list-style-type: none"> <li>• Written materials as resources to support pupil learning</li> <li>• Suitable alternatives to the written word are provided for those pupils with identified needs</li> <li>• Use of ICT to support pupil learning and communication</li> </ul>                                                                                               | All children have full access to written material from school to support their learning                                                                                                                | In progress & ongoing |

## EVALUATION

### Formulation of Plan

This policy has been developed and drawn up based upon the findings of a consultation carried out in March 2026.

A Parent Survey was completed, which provided a range of views and suggestions to develop our practices.

Pupils were surveyed to establish their thoughts about the school and the support they receive.

Discussions were held between different members of staff to gain their views.

Further information on these consultations can be found in Appendices 1 and 2.

The plan shows that, as a school, we are committed to taking positive action in the spirit of the Equality Act (2010) regarding developing a culture of inclusion, support and awareness within the school. It sets clear targets as to how we can improve access to the school within a given timeframe in a way that is reasonable and practicable.

The aims of the plan are organised into three distinct areas:

- **Physical Access** – We aim to ensure that our school site is, as much as is reasonably practicable, fully accessible to all of our pupils, staff, parents and visitors.
- **Access to the Curriculum** - In line with our Teaching and Learning Policy and School Development Plan, it is our aim that all pupils are able to learn and achieve together regardless of any barrier that they might have. This is closely monitored by different leaders within the school and covers not only teaching, but also access to after-school clubs, sporting events and school trips.
- **Access to Information** – We aim to ensure that all key information that we produce as a school is available and accessible to different members of our community and that we communicate effectively with all stakeholders.

### Review of Previous Objectives

As part of the new plan, it was necessary to consider whether previous objectives had been met. The findings of this are summarised in the table below:

## **Access to the curriculum**

| <b>Targets</b>                                                                                                                               | <b>Outcome &amp; Evaluation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ensure that children with disabilities can access all areas of the curriculum                                                                | <ul style="list-style-type: none"> <li>• On joining, any information regarding special educational needs and/ or disabilities is discussed as part of an early consultation with parents.</li> <li>• Staff have received training for specific interventions (Attention Autism, Speech and Language, Sensory Circuits, Inference Skills) as well as training for specific special needs.</li> <li>• Needs are identified and supported at the earliest opportunity and external professionals are involved when needed.</li> <li>• We make reasonable adjustments to support individual pupils' needs. Teaching resources, equipment and support are tailored to individual pupils where needed.</li> </ul> |
| Promote awareness of the needs of individuals with disabilities across the school                                                            | <p>We celebrate diversity at our school and take part in Neurodiversity Celebration Week, as well as participating in a number of events designed to promote inclusivity, such as:</p> <ul style="list-style-type: none"> <li>• Electric Umbrella events</li> <li>• Inclusive Sports events</li> <li>• Paralympian visits</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        |
| Update resources regarding promotion of awareness of different disabilities (this may be subject to limitations – time / budget constraints) | <ul style="list-style-type: none"> <li>• We use the most up-to-date advice and resources to promote awareness of different disabilities.</li> <li>• New books on neurodiversity have been purchased to share with children and resources are purchased to use in interventions cross the school.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                 |

## **Physical access**

| <b>Targets</b>                                                                                                                                 | <b>Outcome &amp; Evaluation</b>                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ensure transport access at the front of the school                                                                                             | <ul style="list-style-type: none"> <li>• Our main entrance is accessible to all.</li> <li>• Our hall is accessible from our side gate and side doors into the hall.</li> <li>• We have not yet set up disabled parking at school. However, where needed, disabled parents and visitors are able to park in the staff car park on request.</li> </ul> |
| Ensure children have access to a disabled toilet                                                                                               | The disabled toilet is accessible through both the main entrance and through the outside classroom door (through the staff room).                                                                                                                                                                                                                    |
| Ensure children who are wheelchair users or who use walking aids can access all areas of the school where possible, steps between KS1 and hall | Children with disabilities are able to access all areas of the school safely maintenance and improvement work will take account of the need to improve physical access to school building, eg. door widths and door sill height.                                                                                                                     |

### **Written information**

| <b>Targets</b>                                                                                                                              | <b>Outcome &amp; Evaluation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ensure parents with visual disability or learning difficulties have equal opportunity to access information from the school                 | Headteacher and/ or SENCo support is given to those parents who are in need of it (eg to communicate with outside agencies, fill out forms, request appropriate support).                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Ensure access arrangements are in place for children with regard to testing in school                                                       | Access arrangements are in place to support individual pupils across the school: 1:1 reader, scribe, separate room, additional time. This is applied for in advance of tests following assessments of the child and their needs.                                                                                                                                                                                                                                                                                                                                                                     |
| Look at the various needs of pupils with disabilities and ensure suitable written information is provided (i.e. visual timetables, symbols) | <ul style="list-style-type: none"><li>• We have a selection of written materials as resources to support pupil learning, eg word mats, alphabet strips, task boards, task planners, visual timetables, now and next boards, social stories, request cards (eg for a brain break or to let an adult know that support is required).</li><li>• Alternatives to the written word are provided for those pupils with identified needs and alternative ways of recording – on a chromebook, through drawings, with a scribe, on a whiteboard – are used for those pupils with identified needs.</li></ul> |

## CONSULTATION FINDINGS

There were 19 responses to the parent survey. The main conclusions were:

- The vast majority of responses agreed that the school was successful in enabling all children in the school to fully participate in the curriculum.
- All of those surveyed agreed or strongly agreed that:
  - the school teaches pupils to understand and accept people's differences;
  - the school encourages all pupils to reach their potential; and
  - they feel that they can speak to a staff member if they are concerned about their child's needs.
- The vast majority of responses agreed that the school is accessible to all.
- All of those surveyed agreed or strongly agreed that the playground, office and hall are accessible to all, including those who have disabilities.
- 5% of those surveyed disagreed that the school is easy to access in the mornings and afternoons. We will look at how this can be improved moving forwards. Similarly, 5% of those surveyed disagreed that the area around the school is generally safe and suitable for use and that pathways are easy to walk on and free from hazards. While we are limited on what we can do due to the school site, the safety of children and families is our priority so we will always endeavour to ensure pathways are safe and free from hazards.
- All of those surveyed agreed or strongly agreed that information is available and accessible to all.

Every child in the school had the opportunity to feed their ideas into the objectives also. The main conclusions were:

- 100% of pupils agreed that everyone can be included in school life, regardless of differences or if they find something tricky.
- 99% of pupils agreed that the school teaches them to understand and accept people's differences and that they are encouraged to develop pride in who they are.
- While 98% of pupils agreed that help is there if they need it, only 63% felt that they could speak to a member of staff if they were worried about something. This is something we will be working on in school so that pupils know who they can talk to, who their safe adults are.
- The majority of pupils agreed that Flamstead Village School is accessible to all, with 99% of them agreeing that it is easy to get around school.
- There were some concerns again about the safety of paths when coming into school with 29% disagreeing that these are safe. This is something staff have discussed and will strive to improve.
- The majority of pupils agreed that information is available and accessible to all.
- 81% of pupils agreed that it is easy to talk to their teachers and adults in school. We will continue to work on ensuring pupils know who they can talk to, who their safe adults are.
- 2/3 of pupils agreed that they know how they are doing at school. We have considered this particularly in regard to those pupils with additional special educational needs support, who will be having review meetings in the summer term to discuss progress and targets, and also with our children in year 6, who have an increased understanding of their targets and what they need to do to improve as they sit their SATs papers and moving forward in secondary school.

Using the feedback from stakeholders, a new set of objectives have been created which are shown on the next page.

## APPENDIX 1: PARENT SURVEY FEEDBACK

| Support all pupils to fully participate in the curriculum                                              |                |       |          |
|--------------------------------------------------------------------------------------------------------|----------------|-------|----------|
|                                                                                                        | Strongly Agree | Agree | Disagree |
| The school works to try and ensure that <b>all</b> pupils are included in every aspect of school life. | 74%            | 21%   | 5%       |
| The school celebrates diversity.                                                                       | 68%            | 26%   | 5%       |
| The school teaches pupils to understand and accept people's differences.                               | 53%            | 47%   | -        |
| The school encourages all pupils to reach their potential.                                             | 63%            | 37%   | -        |
| I feel that I can speak to a member of staff if I am concerned about my child's needs.                 | 84%            | 16%   | -        |
| Pupils are encouraged to develop pride in their identities.                                            | 53%            | 42%   | 5%       |
| The pupils are supported to understand people's varied heritages.                                      | 53%            | 42%   | 5%       |

| Flamstead Village School is accessible to all                                                      |                |       |          |
|----------------------------------------------------------------------------------------------------|----------------|-------|----------|
|                                                                                                    | Strongly Agree | Agree | Disagree |
| The playground, office and hall are accessible to everyone, including those who have disabilities. | 47%            | 53%   | -        |
| It is easy to access the school in the mornings and afternoons.                                    | 74%            | 21%   | 5%       |
| It is easy to access the school at other times of the day.                                         | 58%            | 42%   | -        |
| The area around school (pavements and paths) are generally safe and suitable to use.               | 32%            | 63%   | 5%       |
| The pathways around the school are generally easy to walk on and free from hazards.                | 37%            | 58%   | 5%       |
| The school is well signposted for visitors.                                                        | 47%            | 47%   | 5%       |

| Ensuring that information is available and accessible to all                                                                                      |                |       |          |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|----------|
|                                                                                                                                                   | Strongly Agree | Agree | Disagree |
| It is easy to communicate with the school.                                                                                                        | 74%            | 26%   | -        |
| I receive an appropriate amount of correspondence from the school.                                                                                | 63%            | 37%   | -        |
| Letters and newsletters are clear and easy to understand.                                                                                         | 74%            | 26%   | -        |
| Letters and newsletters provide me with adequate information, so I feel that I know what is happening in school and how best to support my child. | 63%            | 37%   | -        |

## APPENDIX 2: PUPIL SURVEY FEEDBACK

### Supporting all pupils to participate fully in the curriculum

|                                                                                                             | Agree | Disagree |
|-------------------------------------------------------------------------------------------------------------|-------|----------|
| Everyone can be included in school life, regardless of whether they are different or find something tricky. | 100%  | -        |
| The school teaches us to understand and accept people's differences.                                        | 99%   | 1%       |
| Help is there if I need it.                                                                                 | 98%   | 2%       |
| If I am concerned about how I am, I can speak to a member of staff.                                         | 63%   | 37%      |
| I am encouraged to develop pride in who I am.                                                               | 99%   | 1%       |

### Flamstead Village School is accessible to all

|                                                     | Agree | Disagree |
|-----------------------------------------------------|-------|----------|
| It is easy to get around school.                    | 99%   | 1%       |
| The playground is a safe space to be.               | 80%   | 20%      |
| It is safe on the paths when I am coming to school. | 71%   | 29%      |
| The school is well signposted for visitors.         | 67%   | 33%      |

### Ensuring information is available and accessible to all

|                                                           | Agree | Disagree |
|-----------------------------------------------------------|-------|----------|
| It is easy to talk to my teachers and adults at school.   | 81%   | 19%      |
| I generally understand the lessons and what I need to do. | 76%   | 24%      |
| I know how I am doing at school.                          | 67%   | 33%      |