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The Federation of Snape and Thornton Watlass Primary Schools

Accessibility Plan 2024/25

Date approved by Governors: October 2024

Date for review: September 2025

Compassion • Forgiveness • Hope • Justice • Respect • Honesty • Love

1. Mission Statement

It is recognised that The Federation of Snape and Snape and Thornton Watlass Primary Schools are committed to providing premises which are suitable and sufficient for all educational purposes, and which provide access to a broad and balanced curriculum for pupils and young people, irrespective of special need or disability. The Federation of Snape and Thornton Watlass Primary Schools will challenge negative attitudes about disability and accessibility and develop a culture of awareness, tolerance and inclusion.

The Federation of Snape and Thornton Watlass Primary Schools are committed to:

- Providing a full and efficient education for all pupils.
- Increasing the extent to which disabled pupils can participate in the curriculum of the school that they attend.
- Improving and continuing to develop the physical learning environment to increase the extent to which disabled pupils, and their parents/carers can take advantage of education and associated services.
- Improve the delivery to disabled pupils and their parents/carers of written information through assistive technology and other means to ensure they receive written information within a reasonable time and in formats that make communication possible.

The Federation of Snape and Thornton Watlass Primary School is committed to providing an accessible environment,

2. Implementation

This policy received the full agreement of the Governing Body and was agreed at their meeting in October 2024.

3. Aims

The Accessibility Policy Plan considers provision for disabled students as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). It operates alongside the SEND policy, is consistent with it in terms of principles and approaches to resourcing.

The Accessibility Policy Plan must include:

a) Increasing the extent to which disabled students can participate in the Federations curriculum;
b) Improving the physical learning environment to increase the extent to which disabled students can take advantage of education and associated services; and
c) Improving the delivery to disabled pupils of written information that is provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by the pupils or parents about their preference

4. Definitions

The Equality Act 2010 states that a person has a disability if:
4.1 A 'disabled pupil' is defined as someone who 'has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities'.

4.2 Discrimination: A responsible body discriminates against a disabled person if:

a) For reasons that relate to their disability, it treats them less favourably than it treats or would treat others to whom that reason does not or would not apply.

b) It cannot show that the treatment in question is justified. It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that "schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

4.3 Reasonable steps:

The duty to take reasonable steps (to ensure that there is no discrimination intended as an 'anticipatory' duty and does not simply apply once an individual pupil presents him or herself.

5. Review of the Plan

The Accessibility Plan will be reviewed annually to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

6. The Accessibility Audit

6.1. The governing board will undertake a regular Accessibility Audit.

6.2. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

6.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

6.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

6.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
6.6. The actions that will be undertaken are detailed in the following sections of this document.

Access to Curriculum				
Priority	**Lead**	**Action**	**Timescale**	**Success Criteria**
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils.	SLT/ SENDCo	Strategic deployment of support staff/ intervention teacher; use of ICT, e.g. Clicker & voice activated text; purchase and allocate other resources as needed, e.g. sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys. Ensure specialist equipment (e.g. hearing aids) is checked daily and seek advice if needed.	In place and ongoing	Barriers to learning are removed. Positive impact on pupil progress.
Adaptations to the curriculum to meet the needs of individual learners.	SLT/ SENDCo	Pastoral support, timetable adaptations; Individual physiotherapy/OT programmes; Speech and language therapy programmes; Use of access arrangements for assessment/National tests.	In place and ongoing	Needs of all learners met, enabling positive outcomes.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	SENDCo/ SLT/ Staff Leading Clubs	Risk assessments will be undertaken where appropriate. Activities planned according to the children attending.	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
Access to the Physical Environment				
Priority	Lead	Action	Timescale	Success Criteria
Access into and around school and reception to be fully compliant.	SENDCo	Create school accessibility route descriptions.	Spring 2025	All staff and visitors are aware of the accessible routes around school.

Access to the outside area at Snape Community Primary School	SLT SENDCo	Fix handrails on both side to support children unsteady on their feet access the outside area.	Spring 2025	All nursery children, who are unsteady on their feet and struggle with stairs will have independent access to the outside area.
Improvements to help the visually impaired.	SLT	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint. Trip hazards identified and addressed, with support from the Sensory Team where applicable.	On going	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Provision of wheelchair users.	SENDCo	Both sites – To access the outside areas a ramp will need to be in place at the side of the steps/stairs. Both sites - Maintain accessible disabled toilet.	On going	School will be fully accessible for wheelchair users.
Access to Information				
Priority	Lead	Action	Timescale	Success Criteria
Understand the needs of pupils and ensure information is available in relevant formats, e.g. large print	SENDCo	Pupils have access to curriculum information and all other school information in a format that meets their needs.	On going	All Pupils able to access school documentation/ resources.
Availability of written material in alternative formats.	Office/ SLT/ SENDCo	Fortnightly newsletter emailed to parent/carers. Improve availability of information for parents – display appropriate leaflets for parents to collect. Key content published on school website. Provide translated documents where appropriate.	In place and ongoing.	All parent/carers will be up to date and well informed of school information.
Ensure signage is suitable for non-readers, is clear and well situated.	SENDCo	Have clear sign in all areas for non-readers.	Ad hoc	Pupils are able to navigate the school regardless of any disability.