



'We are a small school that makes a big difference'

'To provide excellence for all within a happy, safe, and stimulating learning environment'

ACCESSIBILITY PLAN AND POLICY

SNAPE WOOD PRIMARY AND NURSERY SCHOOL	
Approved by: Full Governing Body	Date: Spring 2023
Review Date:	Spring 2026

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.

The Governing Body duties towards disabled pupils, under Part 4 of the DDA include:

- not to treat disabled pupils less favourably for a reason related to their disability;
 - to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
 - to plan to increase access to education for disabled pupils.
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- This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils required by the planning duties in the DDA:
- increasing the extent to which disabled pupils can participate in the school curriculum;
 - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised every three years.

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

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'person has a disability if he or she has 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.'

The purpose and direction of the school's plan: vision and values

At Snape Wood Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Snape Wood Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- Considering Gender
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

At Sept 2022:

Asthma

Eczema

ADHD

ASD

Allergies

Nut Allergies

We collect information (admission forms) and liaise with families and other professionals so that we can provide the right care for children when they arrive in either the Foundation Unit or school.

Views of those consulted during the development of the plan

All people consulted value the ability of the school to cater for the differing needs of pupils. This is through meetings and collation of data from admissions.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENDCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled /vulnerable pupils have access to extra-curricular activities.

Accessibility Plan

Improving the Delivery of Information 1						
(Text messages used as reminders to parents, website and class dojo updated regularly, email to parents used to share information, expectations of curriculum and activities shared termly)						
	Issue	Action	People/ Resources	Timescale	Success Criteria	Monitoring Method
1	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All Staff. Subject leaders. Advisors for SEN Subject advisors.	Sept 2022 onwards	Curriculum is fully accessible for all pupils.	Head Teacher SLT. SENDCo.
1	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	Policies to include: <ul style="list-style-type: none"> • Content • Strategies • Resources That could employed when planning for pupils with difficulties or disabilities.	Whole staff. Subject leaders. External consultants	Ongoing	Policies include provision for pupils with difficulties or disabilities	Head Teacher Subject leaders. SENDCo
Increasing Pupil Participation in the School Curriculum 2						
(Pupil Leadership involved in decision making, SENDCO attends LA networks to update skills and knowledge, Individual Pupil Profiling in place for pupils supported with EHCP, Provision Mapping to show support strategies used for SEND children, school makes full use of LA support services & healthcare professionals)						
	Issue	Action	People/ Resources	Timescale	Success Criteria	Monitoring Method
2	Raise staff awareness of disabilities issues.	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities.	LA SEN teams Health care professionals SENDCo	On-going	Teachers and TAs aware of issues. Detailed information and support available and passed onto staff by SENDCo	Head Teacher. SLT S ENDCo. Class Teachers. TAs. Other non-teaching staff.
2		Promote disability equality via <ul style="list-style-type: none"> • Staff meetings. • PSHE/RSHE lessons. • Assemblies. • Celebrating difference. 	Whole staff	Sept 2022 onwards	Increased whole school awareness of disability issues.	SENDCo All staff.

2	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Prre-visits. Risk assessments.	Visit leaders. Educational Visits Co-Ordinator. Head Teacher	On-going	School trips & residential visits are accessible for all pupils.	Head Teacher School Visits Coordinator. Trip leaders. Feedback from pupils
2	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after-school clubs. SENDCo	Ongoing	After-school clubs and care provision is accessible for all pupils.	Head Teacher SLT Feedback from parents and pupils.
2	Administration of medicines	To follow procedures and practices based on LA guidelines	Office admin SENDCo SBM	As required	Minimum administration of medicines in school. Key staff trained to administer medicines. Cleaner and safer practices. Appropriate waste disposal methods.	Head Teacher SENDCo Site Manager
2	Staff to access specific training on disability / inclusive issues.	Staff training audit to identify need. Include in staff performance management.	Head/Deputy Head AHT LA SEN	As required	Appropriately trained staff awareness of disability/inclusion issues	Head Teacher Deputy SENDCo

Improving the Physical Environment 3

(Classrooms are fitted with blinds where required, accessible toilets, playground equipment available to improve play and lunch-times)

	Issue	Action	People/ Resources	Timescale	Success Criteria	Monitoring Method
3	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments. Consider external steps.	Seek advice from the L.A. sensory support service Health and Safety audit – LA David Thompson Paint edges of steps in all external areas. Railings are secure on the playground Ramp to the bus has handrails	Advisory Teacher for Visual Impairment Head Teacher. SENDCo Site Manager	On-going as required	Physical accessibility of the school is increased	Head Teacher SENDCo Feedback from pupils.
3	Provide training in manual handling (RPI)	Liaise with LA and experts/professional bodies Provide training for key staff	LA RPI Trainers SENDCo Staff	As required	Key staff are trained in practical techniques of essential manual handling. School is equipped with the appropriate equipment.	<i>Head Teacher</i> <i>SENDCo</i>