



# Snape Wood Primary and Nursery School

## Excellence for All

**‘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**

<b>SNAPE WOOD PRIMARY AND NURSERY SCHOOL</b>	
Approved by: Full Governing Body	Date: November 2024
Review Date:	November 2027

## **Introduction**

Schools are required under the Equality Act 2010 to ensure an accessibility plan is in place. The purpose is to:

- Increase the extent to which disabled pupils 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
- Improve the availability of accessible information to disabled people

Snape Wood strives to treat all pupils fairly and with dignity and respect. We are committed to tackling discrimination in any form, promoting equality and fostering strong relationships with our school community. To facilitate this, we provide access and opportunities for all pupils with discrimination of any kind. At Snape Wood 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 which promotes understanding and awareness and understanding of diversity in our world. The achievements, attitudes and well-being of all our children matter. We promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, background, culture, educational needs, sexual orientation race or religion and beliefs.

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

## **Legislation and guidance**

This document meets the needs of schedule 10 of the Equality Act 2010 and the DFE guidance for schools on the Equality Act 2010. The act defines an individual as disabled or 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 Education 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'. This includes as examples:

- Visual and hearing impairments
- Epilepsy
- Cancer
- Asthma
- Diabetes

We are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010. This aims to alleviate substantial disadvantage that a disabled pupil may face in comparison with non-disabled pupils.

<p>Aim 1</p> <ul style="list-style-type: none"> <li>Improving the delivery of Information to pupils/staff and parents with a disability</li> </ul>	<p>Current Good Practice</p> <ul style="list-style-type: none"> <li>Text, Class Dojo, website, email, X (formally known as Twitter)</li> <li>We provide large print upon request</li> <li>Visual Widgit across classrooms for social stories</li> <li>Pictoral representations in classrooms</li> <li>Daily visual timetables</li> </ul>
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Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
<p>Improve the use of Widgit so that it is embedded across the curriculum and all classrooms</p>	<ul style="list-style-type: none"> <li>Provide comprehensive staff training on the effective use of Widgit</li> <li>Ensure Widgit symbols are displayed in all classrooms and used to support learning across the curriculum</li> <li>Monitor the use of Widgit and provide ongoing support and feedback to teachers</li> </ul>	<ul style="list-style-type: none"> <li>All classrooms display Widgit symbols and use them to support learning</li> <li>Teachers confidently use Widgit to enhance the accessibility of lessons and resources</li> <li>Pupil feedback indicates Widgit is helpful in accessing information and supporting their learning</li> </ul>	<p>SENCO</p>	<p>December 2024</p>
<p>Introduce dual coding as part of adaptive teaching</p>	<ul style="list-style-type: none"> <li>Provide staff training on the principles of dual coding and how to implement it effectively</li> <li>Ensure all teachers incorporate dual coding strategies into their lesson planning and delivery</li> <li>Monitor the use of dual coding and provide feedback and support to teachers</li> </ul>	<ul style="list-style-type: none"> <li>All teachers use dual coding strategies in their lessons</li> <li>Pupil feedback indicates dual coding helps them understand and retain information better</li> <li>Improved attainment and progress for pupils with additional needs</li> </ul>	<p>Deputy Headteacher</p>	<p>December 2024</p>
<p>Change admission packs to ensure it is easier to access Class Dojo and parents can identify additional</p>	<ul style="list-style-type: none"> <li>Review and revise the admission pack to include clear instructions on how to access and use Class Dojo</li> <li>Include a section in the admission pack where parents can indicate any additional needs or</li> </ul>	<ul style="list-style-type: none"> <li>All new parents can access and use Class Dojo effectively</li> <li>The school has accurate information on the accessibility needs of new pupils and their families</li> <li>The admission pack is available in a range of</li> </ul>	<p>School Business Manager</p>	<p>6 months</p>

needs in accessing information	preferences for accessing information - Ensure the revised admission pack is available in a range of accessible formats	formats (e.g., large print, audio, different languages)		
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<p><b>Aim 2</b></p> <ul style="list-style-type: none"> <li>Increasing and maintain pupil participation in the School Curriculum</li> </ul>	<p><b>Current Good Practice</b></p> <ul style="list-style-type: none"> <li>Use of visual timetables in each classroom.</li> <li>Use of now/next boards for children where required.</li> <li>Use of regulation stations</li> <li>Carefully planned curriculum representing and celebrating diversity.</li> <li>Adapted teaching practice based on research including EEF to meet the needs of all pupils.</li> <li>Strong relationships with outside agencies and support services from the LA</li> <li>Ongoing whole teaching staff strategic CPD to meet the needs of our pupils and community</li> <li>SENDCO supported by NST networks</li> <li>Progress meetings with targets set effectively</li> <li>Individual provision maps</li> <li>All pupils access to positions of responsibility across school for example</li> <li>After school clubs, trips and visits are accessible for all within risk assessments.</li> </ul>
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Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Improve the use of Widgit so that it is embedded across the curriculum	<ul style="list-style-type: none"> <li>Provide training for all teaching staff on the effective use of Widgit</li> <li>Develop a plan to integrate Widgit resources across all subject areas</li> <li>Monitor the use of Widgit in lesson plans and delivery</li> </ul>	<ul style="list-style-type: none"> <li>All teaching staff are confident in using Widgit resources</li> <li>Widgit is consistently used across the curriculum to support pupils with disabilities</li> <li>Lesson observations and work scrutiny show evidence of Widgit being used effectively</li> </ul>	SENDCO, Curriculum Leads	6 months
Increase consistency of adaptive teaching across all classrooms	<ul style="list-style-type: none"> <li>Conduct a review of current adaptive teaching practises across the school</li> <li>Develop a set of evidence-based adaptive</li> </ul>	<ul style="list-style-type: none"> <li>All teaching staff are trained and confident in using a range of adaptive teaching strategies</li> <li>Lesson observations show consistent use of adaptive</li> </ul>	SENDCO, SLT	1 year

	teaching strategies and provide training for all teaching staff - Implement a system for monitoring the use of adaptive teaching strategies in classrooms	teaching strategies to meet the needs of pupils with disabilities - Pupil voice and progress data indicate increased engagement and participation of pupils with disabilities		
Improve the monitoring of Provision Map progress and small steps	- Review the current Provision Map system and identify areas for improvement - Provide training for teaching staff on effective use of Provision Maps and monitoring of small steps progress - Implement a more robust system for tracking and reviewing Provision Map progress, including regular review meetings	- Provision Maps are consistently used across the school to monitor the progress of pupils with disabilities - Small steps progress is clearly documented and used to inform future planning and support - Regular review meetings result in timely adjustments to provision and support	SENDCO, Class Teachers	6 months

Aim 3	Current Good Practice
<ul style="list-style-type: none"> <li>Improve and maintain the physical environment</li> </ul>	<ul style="list-style-type: none"> <li>All classrooms carpeted</li> <li>Incorporate reduced stimulus displays through use of hessian</li> <li>Classrooms fitted with blinds</li> <li>Accessible toilets across the building</li> <li>All classrooms have doors leading to the outside environment</li> <li>All levels of the school are accessible and ramps provide access to external buildings and raised areas of the playground</li> </ul>

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Improve lighting and colour schemes throughout the school to support pupils with visual impairments	- Develop a plan to replace outdated lighting fixtures with energy-efficient, adjustable LED lighting - Incorporate colour contrast and high-visibility signage and	- Improved lighting levels that meet recommended standards for visually impaired pupils	Site Manager	Within 12 months

	markings to aid navigation			
Enhance accessibility of outdoor spaces and play areas	<ul style="list-style-type: none"> <li>- Assess the accessibility of the playground, field, and other outdoor areas</li> <li>- Provide shaded areas and seating options to accommodate pupils who require rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>- Clear, high-contrast signage and markings installed throughout the school</li> </ul>	Headteacher Site Manager	Within 18 months

