



**Snarestone Church of England
(Aided) Primary School**

ACCESSIBILITY PLAN

Date of Review: October 2024

Date of Next Review: October 2027

Signed Chair of Governors:

Reviewed by: Lydia Leeson (SENCo) & Tim Jewitt

Snarestone CE (A) Primary School

Accessibility plan 2024-27

Section 1: Vision statement

Our Vision:

As a community, we are working together to ensure educational excellence underpinned by our Christian ethos and values, enabling all to live a rich and abundant life and to achieve their full potential. Each individual should leave us fully prepared for the next stage of their life. (Reflecting John 10:10)

Jesus said, 'I have come to give life – life in all its fullness.'

Purpose of the Plan

The purpose of this plan is to show how Snarestone Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Snarestone Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

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

Legal Background

Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act (DDA):

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Policy and Statement

Policy adapted from The Key for School Leaders March 2021

- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- School's vision and values

The School's complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the office

Review and Evaluation:

It is a requirement that the Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported to governors annually. Below is a set of action plans showing how Snarestone Primary School will address the priorities identified in the plan. The plan is valid for three years 2024-27.

Section 2: Aims and objectives

The school's aims are to:

- 1) Increase the extent to which disabled pupils can participate in the school's curriculum ;
- 2) Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- 3) Improve the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

1) Increasing the extent to which disabled pupils can participate in the school curriculum

Target	Action	Resources	Time scale	Outcomes
Ensuring participation in all areas of the school curriculum	Possible provision of laptop & typing programme for individual pupils	School budget	In place	Children able to write more effectively and confidently and self-esteem is raised
	Further training of key staff in the use of visual aids & prompts	CPD budget as necessary	Continuing as necessary	Children have fuller & more independent access to curriculum
Full implementation of Big Moves, a Gross Motor Intervention being run by trained members of staff	To offer gross motor interventions for specific children to help them to access the PE curriculum.	Resources available in school.	In place	Established a Gross Motor group with assessment which identifies and show progression.
Resources, Policies and Schemes of Work meet the needs of children with disabilities	Headteacher / Subject co-ordinators and SENCO check. Advice/support of agencies sought.	Allocated time / team meetings	Continuing as need arises	All policies and Schemes of Work provide for children on roll with disabilities.
Disabled pupils are specifically supported at lunchtime	Appropriate adult identified to support child and/or run lunchtime nurture group as necessary	School Budget / staff awareness	Continuing	All children appropriately supported at all times of school day.
Risk Assessments enable children with disabilities full access as far as possible	External advice sought as necessary including from OT service as necessary	Allocated time for SENCO/staff as necessary	As appropriate	Target met. Continuing links with agencies as necessary.
School Improvement Plan responds to needs of children with disabilities	When revised, SIP emphasises that objectives relate to all children regardless of their disability	Headteacher/Senior Leadership/Staff/SENCo	Continuing as need arises	Continuing as need arises.

2) Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Target	Action	Resources	Time scale	Outcomes
Physical Environment of school is improved to increase access for disabled members of the school community	Corridors and classrooms are accessible to frame or wheelchair users, by maintaining a clutter free environment	Premises officer / all staff	Clear areas maintained as at present	Children and other members of school community have fuller & more independent access to school. Safe environment
	Door widths can accommodate a wheelchair – main school door			Target is met
	Disabled toilet facilities and shower installed			Target is met
	Purchase playground equipment suitable for use by physically challenged, HI or VI children as necessary.	PE budget	As necessary	Disabled children have access to appropriate equipment
	Check suitability of lunchtime tables for child wheelchair user as necessary	School budget	As necessary	Disabled children have access to the lunch tables

3) Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

Targets	Action	Resources	Timescale	Outcomes
School to inform itself if necessary of services available for visually and hearing impaired children and children with Down's Syndrome and other disabilities	SENCO to consult with relevant professionals for advice as necessary. Staff liaise to ensure all staff are aware. Awareness register Termly produced supports this.	As necessary	Continuing	School will have necessary knowledge to support children with these needs if necessary, and seek the advice and support of agencies as appropriate.
Explore new pictorial signage for the school environment	SENCO to review current signage and discuss with SLT improvements that can be made	Allocated time and school budget	When necessary	School will have appropriate pictorial signage to aid communication around the premises
Make information available in different formats as necessary e.g. Enlarging print for the visually impaired, simplifying language, using picture symbol language for children with communication difficulties e.g. PECS All classes to use a consistent visual timetable, sensory areas where required and dyslexia friendly classrooms.	SENCO to assist staff in presenting information in different formats to meet pupils needs. Dyslexia friendly classroom checklist to be given to all class teachers.	Allocated time and school budget.	When necessary	Pupils can access information in a suitable format to meet their needs All classes use a visual timetable.