



Snodland Church of England Primary School

ACCESSIBILITY PLAN

Chair of Governors	Mrs S Harewood
Headteacher	Mrs Holley Hunt
Date agreed	May 2024
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1. 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 take pride at Snodland Church of England Primary School in being a fully inclusive school. We are committed to meeting the main aims of the Equality Act (2010) and feel that our Equalities objectives help us to meet these aims which are to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

In line with our Christian vision of 'Living Life to the Full, to the Glory of God', all staff have high expectations of each and every child and encourage them to have high aspirations, regardless of their race, gender, age, ability or social background. Our nurturing learning environment ensures that all children are able to participate fully in activities as each child is known and respected as an individual, which allows us to tailor learning for their needs. Staff are also treated equally and are encouraged to reach their potential, whilst taking into account their individual needs and circumstances.

All school stakeholders are committed to tackling prejudice, if it should arise, and will work alongside the local community and families to promote tolerance and acceptance of all.

Our Objectives are:

Objective 1

To monitor and analyse pupil achievement by race, gender, FSM entitlement and SEND and act on any trends or patterns in the data that require additional support for pupils.

Objective 2

To ensure all stakeholders have an understanding of what Racism is and how to deal with racist incidents effectively on the rare occasion that they may occur and to continue to promote a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

Objective 3

To review the school's curriculum to ensure children's cultural development is enhanced as a result of cultural content and experiences as part of a broad and rich curriculum.

Objective 4

To ensure all children with SEND are quickly identified, barriers to learning are rapidly identified and addressed and provisions are put in place to ensure all children can achieve and progress for individual children is measured and celebrated.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and 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](#).

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that the Accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	On-going	
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo/Inclusion Manager to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going	
To ensure that all children are able to access all out of	Review of out of school provision to ensure	All providers of out-of-school education will	On-going	

school activities. eg. clubs, trips, residential visits etc.	compliance with legislation.	comply with legislation to ensure that the needs of all children are met.		
To provide specialist resources to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide resources as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually	
To provide effective timely and well targeted interventions and support to promote participation in learning and good progress for all pupils including those with additional educational need.	Assess the needs of the children in each class and plan and implement targeted support using a range of resources and strategies, for example, Little Wandle Keep up, White Rose Maths, Language Link	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	As needed	

WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or a virtual meeting.	Parents are informed of children's progress.	Termly	

Review Date –

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy