Accessibility Policy

Chair of Governors: **Mrs Charlene Davies**

Headteacher: **Mr Daniel Pring**

Date agreed: **September 2026**

Date of next review: **September 2028**

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010

Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values, such as peace, love, joy, hope and unity.

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

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Improving access to and participation within the curriculum To increase the extent to which disabled pupils can participate in the school curriculum. Our aim at Snodland is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.					
Aim	Lead	Strategy/Action	Resources	Timescale	Success criteria
Ensure that SEN register is up to date and information is shared with all appropriate staff	SENCo	• Ensure SEND register reflects current pupils being supported. • Add notes to SEND register on SIMS with relevant developments. Ensure Medical register and Care plans are up-to-date on Sims/ Meditracker and Alert List . • Make SEND and medical needs pinned at the top of a child's profile on SIMS. Liaise with parents and external agencies (eg.paediatricians) to ensure we receive up to-date reports	SEND register and paperwork for individuals. Individual Care Plans	To be continually updated but checked termly.	• SEN and Medical needs will be up-to-date. • Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents.	SENCo/ Safeguarding & Family Support Lead/ SLT	• Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. • Termly review meetings with parents of children with EHCPs. • Child Induction Policy created which shares key responsibilities for communication when a child joins mid year.	EAL Register EHCP on MyConcern Provision Plans on Edukey. Child Induction Policy	On going with termly meetings.	Increase engagement of parents.

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		• Translation list created for parents/ carers who need this.			
Effective communications with nurseries and schools to provide a quality transition.	EYFS Phase Leader SENCO	• To identify pupils who may need additional to or different provision for the September and mid-year intake. SENCO to attend Local SEND Hub and build relations with other local SENCOs. • SENCO to continue positive relationship with KCC SEN team to ensure collaboration when transitioning a child with an EHCP.	Teacher and SENCO time	On going	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision
Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	Deputy Head and SENCO	• Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT . • TA training on adapting lessons and using scaffolding for pupils with additional needs. • Staff meetings addressing inclusive practice and SEND procedures. SENCO to do 1:1 sessions with teachers who need bespoke guidance for pupils. • New staff to have SEN included in their induction to understand the needs of their class	Staff meeting TA training SENCO Teachers time External agency training	On going All staff to feel confident within a year and CPD timetable to be revised termly as the cohort and training needs changes.	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.

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		• Staff undertake training in epipen, asthma, haemophilia, diabetes and epilepsy to support the needs of pupils in their class.			
Use appropriate assessment tools and activities for children working pre-key stage.	SENCO Curriculum Lead Subject Lead	• Use other professionals' suggestions for adaptations of the curriculum. • SENDCo to attend SEND Hub and see what other local schools (including special schools) are doing to support pupils working pre-key stage. • Ensure curriculum is mapped using GLD strands or PK standards where applicable. • Curriculum progress is tracked and reviewed for all pupil including those with disabilities. • Pupil progress is reviewed termly with SLT, SENCo and class teachers to ensure any additional support is in place. • Regular support from outside agencies, including, Educational Psychologist,OT, ASD outreach	SENCO Teachers time External agency support	Annual Training	Children working pre-key stage will have consistent approaches for assessment and planning. Children working pre-key stage will access every subject in a tailored way.

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		and Speech and Language therapy			
To ensure that the medical needs of all pupils are met fully within the capability of the school.	SENCO and SLT	• To liaise with parents. • To liaise with external agencies. • Make relevant referrals to external agencies. • To identify training needs	Staff training	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum
Appropriate specialised equipment is used to benefit individual pupils and staff	SENCO and SLT	• Ipads available to support children with difficulties. • Sloping boards for children with physical disabilities. • Coloured overlays or coloured paper for children with visual difficulties or dyslexia. • Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc. • Monitor and observe use of equipment Eg. PECS, visual timetable, wobble cushions etc. • Use Widgit subscription to make resources. • Ensure sensory room is fit for purpose.	Audit of equipment and needs Staff training Cost of resources	One year/ on going	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning.

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Interventions are used appropriately to help children make progress in targeted areas and skills	SENCO and SLT	• Track intervention success on Insight. Strategically staff interventions to allow for optimum outcomes for pupils with SEN. • Have intervention groups across classes/year groups to give more children opportunities to attend interventions. • Ensure all interventions and informed by research backed approaches or specialist advice.	Training on new interventions through external professionals Resources required to deliver interventions	Termly review	Children meet the intended outcome of the intervention. Children attending interventions can show their improved skills in classwork and assessments Interventions promote accelerated progress.
All children continue to be visible in the curriculum and resources.	SENCO	• Resources will reflect the needs of the pupils. • Classroom Layout ensures that all children can access learning • Translation tools are used through iPad and reading materials for children who do not speak English yet or have EAL. • This may include text and instructions. messages etc Our curriculum is differentiated to ensure access for all pupils. • The use of resources tailored to specific needs, allocation of staff and visual support in the environment maximises the independence of our pupils	Books Teacher-made resources for lessons eg.teaching slides Visitors	One year	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

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		• Pupil Premium Strategy ensures the development of support for all pupil premium children and appropriate allocation of budget to impact on children's achievements, progress and access • Use of access arrangements for assessment/National tests Individual positive behavior plans or visual communication is created for individuals and groups to prevent barriers to learning. • Teachers will make a conscious effort to show a variety of people with SEN, disabilities and medical needs in their classroom practice.			

2. Improving access to the physical environment to improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.					
Aim	Lead	Strategy/Action	Resources	Timescale	Success criteria
Evaluate current trips and residential offer to ensure it is accessible to current cohorts.	EVC Lead	• Educational visits and any activities in school such as: sports day, enrichment groups, visitors are made as accessible as possible. • For all Educational visits, risk assessments are completed to evaluate access and additional adult allocation where required, shared with the EV lead and Head teacher.	Risk Assessments Time for pre visit if required Parent meeting to discuss Risk Assessments	Annual Reviews	To ensure all trips are accessible for all students.
Ensure all children feel safe and involved at playtimes.	SENCO Business Manager Site Manager	• Play makers to encourage children to join in games. • Playgroun alert list shared with all staff • Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher or inclusion team • SLT to always be on duty • Following advice of VI, ensure that all bins and poles have yellow markers on them.	Training for play makers Fortnightly meeting/ vulnerable children meeting Buddy system for new children	On going	All children to feel safe to access lunch and break times

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		• Lunch club always on offer • Playground service regularly reviewed and pot holes filled • Site Manager regular review of playground equipment			
Maintain safe access round the interior and exterior of the school.	Business Manager Site Manager	• Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. • Communication with parents through letters/newsletters/website/school staff. • Safety improved with parking barriers and temporary road restrictions.	Premise meetings Premise walk	On going	There is safe access throughout the school No accidents or near misses on Roberts Road.
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation	Deputy Headteacher and SENCO	• Audit SEND children use of clubs and Risk assessments put in place if needed. • Parents can attend extra-curricular clubs with their child if a 1:1 is needed.	Registers of clubs and extended day Risk assessments	On going	Children with additional needs are accessing clubs of their choices with the correct planning and support.
To make effective use of the Sensory Room	SENCO	• Children to use the Sensory Room for regulation.	Sensory Room Timetable	On going	Children will know where they can go to regulate themselves. Children will be calmer and able

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		• Staff and children to be taught how to use the equipment in the pod.			to have calming breaks at appropriate intervals.
Ensure that all visitors can access the school building	Business and Site Manager	Our main entrance to the school building is flat, without steps and all areas of the school are kept clear of clutter and obstruction.	Termly accessibility learning walk to monitor and review environment access.	On going	To ensure all visitors can access the school site safely.
Ensure that all children can access the physical environment	Business and Site Manager	Our hygiene suite provides changing facilities to ensure all care for our pupils can be completed safely as well as a shower. all staff completing daily care receive training support from the OT, Physio, Hospital services and SENCo. Our Nursery toilets ensure access for all pupils a long with suitable changing area. All toilets are accessible to adults and pupils. Where required toilet frames are available for pupils with medical and physical needs.	To update and review moving and handling training for new staff change over.	Annually	To ensure that the toileting facilities are safely accessible for all..

3.Improve the access and delivery of information. To improve the delivery of information for disabled pupils and parents					
Aim	Lead	Strategy/Action	Resources	Timescale	Success criteria
Review documentation on website to check accessibility for parents.	SLT	• Ensure documents are accessible to everyone using commonly known vocabulary. • Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time SLT Time	On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats.	SLT and EAL Lead	• Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Office to print • Ensure that parents are aware of how to translate information sent through Class Dojo • Invite parents in who may need support completing forms	Office Time Class Dojo Translation list and EAL Register	On going	Parents are able to access all information and complete forms independently or with assistance
Improve use of visuals to increase understanding of written information.	SENCo	• Continue to renew Widgit to improve picture communication support. • Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). SENDCo to train all relevant staff members in how to use Widgit.	Training Time for meetings	On going	Children will understand any written instruction or text as it will be accompanied with the appropriate visuals.

3.Improve the access and delivery of information. To improve the delivery of information for disabled pupils and parents					
		SENDCo to ensure there is a bank of readymade resources for teachers and TAs to access.			
Have interpretation and translation technology or services available for parents who cannot access spoken communication (eg.BSL) and/or English	SENCo	• Use online translation tools in meetings eg.Google translate. Allow parents enough time to organise their own translators for meetings. Book translators for crucial meetings via online platforms eg.The Language Shop	Translation apps Translators time	On going	Parents and children will all be able to access meetings and have what's needed to express their views accurately and understand others clearly.

4. Monitoring arrangements

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

It will be approved by The Headteacher and Governors. m

5. Links with other policies

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

- Risk assessment policy
- 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