



**Snowdon
Village**

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Accessibility
Plan
Snowdon
Village

Version 1.0 CLF Approved: September 2022
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1 Introductory Statement

- 1.1 This Accessibility Plan (**Plan**) has been drawn up in consultation with staff parents and pupils of the Academy and covers the period from **September 2024 – September 2025**. The plan is available in large print or other accessible format if required.
- 1.2 The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.
- 1.3 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

2.1 The Academy's layout and facilities

2.1.1 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy has accessible classroom and toilets on every site. BFA has a lift to access learning on the upper floor.

2.1.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

2.1.3 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

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

- disability equality scheme
- equal opportunities policies
- health and safety policy
- special educational needs policy

2.1.5 The Plan will be monitored through the EDI team and the academy council. There will be a full review of the Plan in 2025 when a new Plan will be produced to cover the next three years.

2.2 Welcoming and preparing for disabled pupils

2.2.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

2.2.2 In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has a statement of special educational needs, or an Education, Health and Care (**EHC**) plan the Academy will work with the Local Authority (**LA**) who makes and maintains the statement / EHC plan to ensure that the identified provision is delivered in an appropriate manner.

2.2.3 In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

3 Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	<p>Enable staff to increase their knowledge and understanding of needs of disabled pupils in conjunction with the Equalities, Diversity and Inclusion (EDI) statement and differentiating the curriculum.</p> <p>Snowdon Village staff to have a clear understanding of a range of different disabilities and the impact on teaching and learning.</p> <p>Improve inclusive teaching practices across the curriculum.</p>	<p>Training of staff.</p> <p>Review individual pupil needs through SEND profiles, EHCPs, and pupil/parent consultation.</p> <p>Provide resources (e.g. enlarged print, coloured overlays, simplified instructions).</p> <p>Adaptation of the curriculum</p> <p>Adaptation of student timetables</p> <p>Use assistive technology where appropriate (e.g. laptops, speech-to-text software).</p> <p>Deploy teaching assistants effectively to support access to learning.</p> <p>Provide staff training on adaptive teaching and inclusive teaching strategies and reasonable adjustments</p>	<p>Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.</p> <p>Disabled pupils participate more fully in lessons and curriculum activities, including practical and enrichment subjects</p>	Review annually	<p>Flexible approach to disabled pupils and increase in access to the National Curriculum.</p> <p>Success of disabled pupils in examinations.</p> <p>Staff demonstrate inclusive practice in teaching and assessment.</p>
Medium term	Ensure the curriculum is fully inclusive and accessible for all disabled pupils. Sustain a	Invest in specialist resources and technology to support diverse needs.	Disabled pupils access the full curriculum alongside their peers	1-3 years	Curriculum consistently meets the needs of disabled pupils. Positive feedback from pupils,

	culture of inclusion and equality of opportunity	<p>Involve pupils, staff and parents in ongoing evaluation of curriculum access and construction.</p> <p>Work with external agencies to support curriculum adaptation where needed.</p>	and achieve positive educational outcomes.		<p>parents, and external reviews</p> <p>Flexible approach to disabled students and increase in access to the National Curriculum</p> <p>Success of disabled pupils in examinations.</p> <p>Curriculum progress</p>
Long term	Ensure that school visits are accessible to all students attending Snowdon Village	<p>Audit of visits in terms of accessibility</p> <p>Staff to check-in with SENDCO as part of the trips checklist</p> <p>Use of EVOLVE to plan all trips/visits.</p>	All student accessing trip and visits	Review annually	<p>All risk assessments completed</p> <p>Reasonable adjustments made to ensure all students access visits.</p> <p>Staff take into consideration adjustments needed to support inclusion</p>

3.1 Key points to consider when completing this table

- do teachers have the necessary training to teach and support disabled pupils?
- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?

- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there realistic expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?
- are pupils encouraged to take part in music, drama and physical activities?
- do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

4 Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Seek advice from LA and/ or EP sensory support service on appropriate colour schemes.	Some areas are made more accessible to visually impaired children.	Ongoing to meet needs	Physical environment improved.
Short term	Enable disabled pupils and visitors to park within reasonable distance of the School.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	Ongoing to meet needs	Improved access to School site.
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.	Review annually	Improved facilities for disabled students and visitors.
Long term	Enable disabled pupils and visitors to access the ground floor of the School building. Plan to fit ramps and handrails to the entrances and exits which have priority.	Planned use of minor capital delegated resources and discuss with the DfE using Condition Improvement Fund (CIF) funding.	Having secured capital resources from the DfE the school's entry areas will be fully accessible.	Review annually	Physical accessibility increased.
Long term	Provide access to upper storey classrooms if at all practicable.	Research and cost lift / staircase and funding with the DfE.	Ability of disabled pupils to access all areas of the School.	Review annually	Improved access to educational facilities.

4.1 Key points to consider when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?

- can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?
- are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- are areas to which pupils should have access well lit?
- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?

5 Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the School could provide written information in alternative formats.	As and when required	Delivery of information to disabled pupils is improved.
Short term	Ensure consistency in how information is adapted and shared	Increase staff awareness and training on accessible communication methods. Use digital platforms that support accessibility features (e.g. screen readers, adjustable text size). Ensure key information is	Disabled pupils receive information in a timely and accessible manner across the Academy.	Annually	Improved pupil engagement and understanding.

		available in advance to support understanding			
Medium term	Improve accessibility of curriculum and school information for all disabled pupils.	Audit current methods of communication to identify accessibility gaps.	Disabled pupils receive information in a timely and accessible manner across the Academy.	Annually / as or when required with cohort/student intake	Staff routinely provide accessible information.
Long term	Embed accessible communication as standard practice across the Academy. Reduce reliance on reactive adjustments	Develop and maintain an accessibility checklist for all written and digital communications. Regularly review and update communication methods in line with pupil needs and technological developments. Seek feedback from pupils and parents on the accessibility of information provided.	Information is consistently accessible to all disabled pupils, promoting independence and inclusion	Annually	Accessibility is embedded in school communication practices. Positive feedback from pupils, parents, and external agencies.

5.1 Key points to consider when completing this table

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
- do you have the facilities such as ICT to produce written information in different formats?
- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

6 Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Identify barriers to curriculum access for disabled pupils. Ensure reasonable adjustments are consistently implemented in lessons	<p>Provided ongoing training for staff.</p> <p>Review individual pupil needs through SEND profiles, EHCPs, and pupil/parent consultation.</p> <p>Provide differentiated resources (e.g. enlarged print, coloured overlays, simplified instructions)</p> <p>Use assistive technology where appropriate (e.g. laptops, speech-to-text software).</p> <p>Deploy teaching assistants effectively to support access to learning.</p>	Disabled pupils are able to access lesson content more effectively and engage in classroom activities.		Evidence of adjustments in lesson planning. Improved pupil engagement and participation
Medium term	<p>Improve inclusive teaching practices across the curriculum.</p> <p>Increase staff confidence in supporting disabled pupils</p>	<p>Provide staff training on inclusive teaching strategies and reasonable adjustments.</p> <p>Embed universal design for learning (UDL) approaches in lesson planning.</p> <p>Adapt schemes of work to include alternative ways of</p>	Disabled pupils participate more fully in lessons and curriculum activities, including practical and enrichment subjects	1–3 years	<p>Staff demonstrate inclusive practice in teaching and assessment.</p> <p>Reduced gaps in participation and progress.</p>

		<p>recording, demonstrating understanding, and assessment.</p> <p>Monitor progress through pupil voice, observations, and data analysis.</p>			
Long term	<p>Ensure the curriculum is fully inclusive and accessible for all disabled pupils.</p> <p>Sustain a culture of inclusion and equality of opportunity</p>	<p>Regularly review curriculum accessibility as part of school improvement planning.</p> <p>Invest in specialist resources and technology to support diverse needs.</p> <p>Involve pupils and parents in ongoing evaluation of curriculum access.</p> <p>Work with external agencies to support curriculum adaptation where needed.</p>	<p>Disabled pupils access the full curriculum alongside their peers and achieve positive educational outcomes.</p>	<p>3-5 years</p>	<p>Curriculum consistently meets the needs of disabled pupils.</p> <p>Positive feedback from pupils, parents, and external reviews</p>

7 Improving the physical environment of the Academy to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff and students to increase their knowledge and understanding of the needs of disabled students Staff to have a clear understanding of a range of different disabilities and the impact on teaching and learning	Develop a curriculum with a wider EDI agenda	Broader understanding of disabilities	Ongoing	
Medium term	Ensure staff are fully trained when they are teaching a disabled student	Link with experts and support services	Staff feel confident to support child and child has their needs met	Ongoing	
Long term	Invite guest who have disabilities so pupils can learn about life with disability beyond school. Link with EDI actions	Link with organisations	Pupils will have greater awareness of living with a disability	Yearly	

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