



POSITIVITY | EQUITY | RESILIENCE | LOVE



# Snowdon Village

# Disability Equality Action Plan

Snowdon Village  
Date Adopted: 26<sup>th</sup> January 2021 Cabot Learning  
Federation  
Implementation Date: 26<sup>th</sup> January 2021

**Snowdon Village**  
**'Equality Act Action Plan 2010'**  
**3 year plan to fulfil duties under Schedule 10**

<b>Proposal</b>	<b>Access to service</b>	<b>Dates</b>	<b>Responsibilities</b>
<b>Access to the curriculum</b>			
<b>Students who are blind or visually impaired</b>	Initial needs assessment (INA) to determine level of support required/adaptations to build: braille signage, assistive technology including digital technology 'ease of access', teaching resources made available to student in advance of lesson, exam concessions in place (including room with appropriate lighting conditions where necessary)	Sept 2016 Access requirements will be put in place as soon as practically possible following INA	SENCo
<b>Students who are deaf or hard of hearing</b>	Initial needs assessment (INA) to determine level of support required/adaptations to build: induction loop built into required classrooms and staff trained in use, teaching resources made available to student in advance of lesson	Sept 2016 Access requirements will be put in place as soon as practically possible following INA	SENCo –
<b>Students with mobility needs and wheelchair users</b>	Initial needs assessment (INA) to determine level of support required/adaptations to build: all entries to building and classrooms made wheelchair accessible, including automatic doors; alternative seating made available in classrooms and communal areas; toilet for disabled users and showering facilities available; lifts to enable access to all floors; PEEPS for all learners with physical disabilities (including temporary disabilities), and training in use of evac. chairs for all staff. Accessible taxi based service to access offsite curriculum activities.	Sept 2016	SENCo

<b>Access to communications</b>			
<b>Communicating with parents/carers who have English as an additional or second language</b>	Provide any document in alternative language on request. Provide translation service. Liaise with community groups where appropriate. Using alternative forms of communication on website e.g. videos	Sept 2016	Principal
<b>Parents/carers with restricted or no access to technology</b>	Parents / carers asked to identify by letter if there are these needs. Alternative forms of communication offered replacing emails, SMS and web –based services	Sept 2016	Vice Principal
<b>Access to premises</b>			
<b>Visitors incl. partners and parents/carers with accessibility issues</b>	Where possible ask partners in advance if they have specific needs or requirements and meet as is reasonable. Staff, in particular staff on reception, trained to direct parents/carers and partners coming on to site in order to best meet their needs	Sept 2016	SENCo