



Accessibility Policy and Plan

Name and Title of the Author:	Alison Walker, SENCo
Name of Responsible Committee / Individual:	The Snaith School
Implementation Date:	June 2025
Duration:	3 years
Review Date:	June 2028
Target Audience:	Parents. Staff and Governors

1. Introduction

At The Snaith School, we are committed to providing a fully inclusive environment that enables all members of our school community to participate fully in school life, irrespective of their physical, sensory, cognitive, emotional, or health-related needs.

Our aim is to reduce and, where possible, remove barriers to learning and participation to ensure that every child and adult with a disability can access, engage with, and benefit from the full range of educational opportunities and services we provide. We are also committed to anticipating and planning for future access needs, in line with our duty to be proactive rather than reactive.

We recognise that accessibility is an ongoing process and are committed to continuous improvement. The school works closely with pupils, families, staff, governors, and external professionals to identify priorities, implement effective strategies, and monitor outcomes.

2. Legal Framework and Duties

This Accessibility Policy and Plan is developed in accordance with:

- **The Equality Act 2010** (Schedule 10), which defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.
- **The SEND Code of Practice** (2015)
- **Children and Families Act** (2014)
- **The Public Sector Equality Duty** (s149 of the Equality Act 2010), which requires all public bodies to:
 - Eliminate unlawful discrimination, harassment and victimisation;
 - Advance equality of opportunity between people who share a protected characteristic and those who do not;
 - Foster good relations between those who share a protected characteristic and those who do not.

We also take account of guidance from:

- **SEND and AP Improvement Plan** (DfE, 2023)
- **Supporting Pupils at School with Medical Conditions** (DfE, 2014)
- **Working Together to Safeguard Children** (2018)
- **Reasonable Adjustments for Disabled Pupils** (EHRC, 2015)
- **The UN Convention on the Rights of Persons with Disabilities**

In line with these legal duties, schools must:

- Not discriminate against disabled pupils or prospective pupils in admissions, education, exclusions or access to any benefit, service or facility.
- Make reasonable adjustments (including the use of auxiliary aids and services) to prevent disadvantage.
- Take anticipatory steps to plan for current and future needs.
- Publish an **Accessibility Plan** and review it at least every three years.

- Publish equality information and objectives that are specific, measurable, and reviewed regularly.
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3. The Role of the Responsible Body

At The Snaith School, the governing body is the legally responsible body for compliance with the Equality Act 2010. The governing body must:

- Prepare and publish an **Accessibility Plan**.
- Review the plan at least once every three years or sooner if necessary.
- Ensure the plan is implemented, resourced, and kept under ongoing review.

The Accessibility Plan must cover:

- **Access to the curriculum** – increasing participation for disabled students.
 - **Access to the physical environment** – improving facilities for disabled students and stakeholders.
 - **Access to information** – making information available in accessible formats.
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4. School Context

The Snaith School is an 11–16 co-educational comprehensive school and part of The Education Alliance Multi-Academy Trust. The school is situated on a large site and comprises several buildings, including the main teaching block, sports facilities, subject-specific blocks, and additional learning spaces.

The physical layout includes:

- One and two-storey buildings with accessible routes.
 - Multiple access points and designated parking.
 - A combination of historical and modern facilities which require adaptive planning to ensure full accessibility.
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5. Our Vision and Core Purpose

We are at the heart of our community, opening doors to great opportunities and happy, successful lives. We do this through:

- High expectations for all.
- A culture of kindness, respect and ambition.
- Ensuring all students are supported to achieve their potential—academically, socially, and emotionally.
- Preparing students for life beyond school through strong character education and personal development.

We are ambitious for every student, including those with SEND or disabilities, and work to ensure they leave us with excellent outcomes, memorable experiences, and high aspirations.

6. Formulating the Accessibility Plan

Our current Accessibility Plan has been created in consultation with a planning group including:

- The SEND Governor
- Deputy Headteacher
- SENDCo
- SEND Manager
- Parent representatives
- Pupils with SEND and disabilities
- Staff members across departments

Process:

1. **Audit** of current physical access, curriculum access, and information access.
 2. **Identification of barriers** and setting of strategic targets (short-, medium-, and long-term).
 3. **Consultation** with relevant stakeholders.
 4. **Resource allocation** to support implementation.
 5. **Publication** on the school website and in the Governor's Report.
 6. **Monitoring and review** every three years (or more frequently if required).
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7. Commitments and Ongoing Actions

We are committed to:

- Continual review of the school environment and curriculum to enhance accessibility.
 - Promoting an inclusive ethos that values diversity and celebrates individuals.
 - Challenging stereotypes and using inclusive, person-first language.
 - Ensuring extracurricular and enrichment opportunities are accessible to all.
 - Training staff to understand a wide range of additional needs and disabilities.
 - Working with external professionals (e.g. VI, HI, SALT, OT, EP) to implement adjustments.
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8. Current Accessibility Overview

Curriculum Access

- Inclusive curriculum design embedded with literacy and adaptive teaching.
- Data-led interventions informed by assessment and need.
- Targeted CPD to improve staff confidence and skill in supporting diverse needs.
- High-impact teaching strategies consistently implemented across departments.
- Whole-school culture that promotes attendance, safeguarding, and character development.

Physical Environment

- Ramped or level access to all main entrances and ground floor rooms.
- Lift access to upper floors in key buildings.
- Accessible toilet facilities and medical rooms across the site.
- Clearly marked steps, handrails, and designated disabled parking.
- Assistive technologies available (reader pens, laptops, specialist furniture).
- Blinds, carpeting, and acoustic adjustments in classrooms.
- Adapted facilities in specialist rooms (e.g. food technology).

Information Access

- Communications available in alternative formats upon request.
 - Accessible signage across site.
 - Use of visual supports and digital technology to aid understanding.
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9. Accessing the Accessibility Plan

A full version of the Accessibility Plan and associated action plans is available:

- On the **school website**
 - In printed form upon request (including large print or alternative formats)
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10. Related Policies and Documentation

This policy should be read in conjunction with:

- Special Educational Needs Policy
- SEND Information Report
- Supporting Pupils with Medical Conditions
- Equality Objectives
- Behaviour Policy
- Curriculum Policy
- Complaints Policy



School Accessibility Plan June 2025 - 28

1. Access to the curriculum

Area of Focus	Current Position (Academic year 2025 - 26)	Planned Actions	Timescale	Status / Notes
Staff training on SEND	Ongoing CPD for teachers and TAs; SENDCO briefings every 3 weeks; safeguarding briefings weekly. Curriculum and teaching and learning briefings also 3 weekly – and all aim to improve the quality of teaching across the school.	Continue regular CPD; SEND updates and safeguarding briefings.	Ongoing	✔ Embedded practice
Previous training	This includes - Autism, Tourette's/Tics, Trauma, Dyslexia/Literacy strategies, Exam Access Arrangements, TA deployment.	Continue to update training log	Reviewed annually	✔ Historical provision
Staff training on Equality & Diversity	All staff completed Educare training yearly; new staff complete key training on appointment.	Reissue to all staff if significant updates; ensure governors access it.	Ongoing	✔ Embedded. Training also available to governors
TA Briefings	Weekly briefings for TAs; departmental involvement in order to ensure all needs are fully understood, as well as how to provide effective support.	Continue weekly briefings; develop TA handbook.	Ongoing	✔ Embedded
Physical & Medical Needs	EpiPen/asthma / Diabetes training provided by nursing	Update training; review annually.	Annual	🔄 Requires annual renewal

	teams; epilepsy training online. Care plans accessible on Arbor.	Care plans reviewed annually by Year leads.		
Information Sharing	One page profile sheets uploaded onto Arbor and also key information regarding assessment results and SEND updates shared in staff training and briefings.	Continue updates via SENDCO, Pastoral leads, and staff briefings. Information to be used to inform class profiles.	Weekly - ongoing	✔ Effective practice
Classroom Adaptation to enable all pupils access to their curriculum	Advice from SAPTS; liaison with HI/VI teams and social communication specialists.	SENDCO to coordinate with OT/Physio/SAPTS / Communication and interaction team / educational psychologist to ensure accessibility.	Ongoing	✔ Good external agency input
Inclusive PE & Enrichment	Alternative exercises offered; PE supported by TAs; links with disability sport teams.	Develop further links with SEND sport.	2024–27	✔ Expanding provision
Lesson Design & Group Work	Peer support, small group work, paired reading, differentiation evident.	Continue to prioritise collaborative learning and TA support.	Ongoing	✔ Monitored via reviews and zoning
Deployment of Adults	Subject-specific TAs where possible; support monitored; student voice gathered.	Continue TA deployment discussions in departments.	Termly	✔ Needs-based approach
Processing Time & Effort	Staff aware of ASD/SLCN needs; exam access linked to Arbor and one page profiles	Continue staff CPD on processing and sensory needs.	Ongoing	✔ CPD embedded
Assistive Technology	IDL software in use; reading pens and laptops considered. DocsPlus purchased to support reading for identified students in class and in examination.	Review technology termly; improve catalogue and access.	Review Summer 2025	● Some areas under development

Trips & Visits	Reviewed for accessibility.	SENDCO to work with trip leaders to review access needs.	Each visit	✅ Embedded in planning
External Networking	Education Alliance Trust and LA SENDCO networks; links with primaries.	Reinstate local primary/secondary transition network in conjunction with the Goole network	Autumn 2025	🟡 Some areas under development
Curriculum Planning	Departments encouraged to integrate disability considerations; literacy plan being reviewed and new training to improve this in June 2025 (reciprocal reading, FFT)	Consider SEND Links across departments; Primary teacher appointment to focus on literacy / numeracy to be in post in Autumn 2025	Academic Year 2025–26	✅ Expanding provision
Alternative pathways	Alternative pathways planned for identified students from 2025 onwards – this includes; Additional literacy and numeracy lessons, to include Entry Levels qualifications alongside GCSE, and also the employment of a Primary teacher to support this. Alternative humanity GCSE – travel and tourism on offer for identified students at KS4 as of September 2025.	Interviews for Primary teacher are in June 2025 Teacher identified to lead the Travel and Tourism GCSE, alongside identified pupils. First examination for Travel and Tourism in June 2027	Academic Year 2025–26, onwards	✅ Expanding provision
Access Arrangements	Assessments completed across Y9 and 10; staff informed; evidence of system in place.	Continue evidence collection system; SEND Manager attends refresher training. Teaching staff to update class profiles to identify those with EAA	Annual review	✅ Robust system
School Displays	Displays reflect diversity.	SENDCO to lead a review (Summer Term 2 yearly).	Ongoing	✅ Embedded

External Signposting	Families referred to FISH, ER 0-25 team, SENDIASS.	Keep signposting resources visible on school website and in meetings.	Ongoing	 Practice in place
Governor Oversight	SEND Governor: Lynn Williamson	Termly meetings	Ongoing	 Partnership in development

Section 2: Access to the physical environment

Statement	Fully	Partly	Not	Plan Prompt	Action
The size and layout of areas allow access for all children / young people, including wheelchair users.		✓		The main building is equipped with a lift which enables access to the upper, second floor – with the exception of the upper science floor. In all other buildings students with a physical disability are educated at ground floor level as there is no lift access.	Liaise with Maintenance team around lift servicing. Ensure all lift keys are accounted for and stored safely.
In considering the school budget there is a clear plan to improve access and resources for those with a disability.	✓			SENDCO to understand how SEND budget is used.	SENDCO to liaise and meet with site and premises team about any adaptations required. Liaise with relevant health teams to ensure equipment in Infinity and disabled toilets are all

					appropriate and safely installed. New PE changing room to be modified to account for SEND needs over the Summer break 2025.
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.	✓			Plans shared at SLT.	SENDCO to have sight of site plans and meet at least annually.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	✓			External agencies consult regarding maintenance of specialist equipment.	Site Manager to liaise with SENDCO/SEND Manager.
Emergency and evacuation systems include alarms with both visual and auditory components.		✓		Visual and audio fire alarms in place.	Updates to the emergency and evacuation systems undertaken over summer 2025. Liaise with site manager/fire deputy.
Personal Emergency Evacuation Plans (PEEPs) in place for disabled pupils and staff.	✓				SENDCO/HR to ensure PEEPs are in place and shared appropriately.
Policy in place for administration	✓			Supporting pupils with medical	PE teachers complete first aid training as

of medication and personal hygiene issues handled safely.				conditions policy in place. IHCPs created where relevant and updates by Year leads yearly. TA contracts include hygiene duties.	do all First aiders. TAs completed moving and handling training Sept 2024. Hygiene training by nurse/OT/Physio when required.
Pathways and parking are safe; disabled parking spots available.	✓			Disabled parking bays installed.	SENDCO to confirm accessibility audit completed. AW to share audit with Site Team.
Positive attitude to recruitment and employment of staff with disability.	✓				HR supports line managers to ensure appropriate knowledge and support.
Furniture and equipment appropriately selected, adjusted and located.	✓				TAs to move specialist equipment. Purchase trolleys. SAPTS advise on HI needs. Occupational health referrals for staff.
Décor and signage are accessible to VI, autistic or epileptic pupils.	✓			Step edges painted yellow for VI visibility.	SENDCO to ensure new signage is SEND friendly. SENDCO liaises with SAPTS / external agencies to ensure décor is appropriate

Section 3: Access to Information

Statement June 2025	Fully	Partly	Not	Plan Prompt	Action 2025 - 2022
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.	✓			Ensure these areas available on request.	Information is displayed on the school website for parents/carers to request information in alternative forms.
Information is presented to groups in a way which is user friendly or to people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	✓				<p>SENDCO to share with all staff information about how to best present information on PowerPoint presentations.</p> <p>Students requiring coloured resources linked to Arbor.</p> <p>Explore audio books in English.</p> <p>Subtitles on videos for HI students.</p> <p>To increase</p>

					and further develop dyslexia awareness.
ICT facilities are used to produce written information in different formats as appropriate.	✓			Explore use of dyslexia friendly font on PowerPoints. Explore coloured screen on computers.	Director of SEND to liaise with IT lead. Students to receive IT training to enable them to alter screen colour, font etc. to support their needs – Autumn term.
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, autism team, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors.		✓		Ensure all students on SEND register have a one page profile, and that staff have up to date class profiles identifying the needs of their students	Consider voice to text facilities over 2025-6
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.	✓			Parent voice recorded during assess, plan, do, review process.	SENDCO to consider a parent network group for parents of students with SEND. Consider the introduction of a forum for parents/carers of SEND

					<p>students to network in school.</p> <p>SENDCo to attend all parents' evenings including the Year 7 settling in parents evening.</p>
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