Accessibility Policy

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Relevant Regulations	• Equality Act 2010 • The Education (Independent School Standards) Regulations 2014 - Part 3 (Welfare, Health and Safety), Part 5 (Premises and Accommodation), Part 6 (Provision of Information) • SEND Code of Practice (0–25) • Education (School Premises) Regulations 2012		

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Section 1 – Supporting Documents

This policy must be read in conjunction with:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND policy
- Admissions Policy
- Equality, Diversity and Inclusion Policy

Related policies are held within Radar in the school's policy folder

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Section 2 – Introduction

The Equality Act 2010 mandates that all schools and local authorities develop and implement plans to improve accessibility for disabled pupils. Since September 2002, schools, including independent schools, and local authorities have been required to develop accessibility strategies and plans.

Snow Hill School is committed to providing a fully accessible environment that values and includes all pupils, staff, parents/carers, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs.

We are dedicated to challenging attitudes towards disability and accessibility and fostering a culture of awareness, tolerance and inclusion.

We maintain individual accessibility plans (appendix A), reviewed and updated every three years, tailored to the needs of our pupils.

Section 3 – Aim & Scope

This policy aims to create and maintain an inclusive educational environment for the entire school community, promoting ongoing awareness, tolerance and inclusion.

Section 4 – Abbreviations and Definitions

The Equality Act (2010) defines disability as a physical or mental impairment which has a 'substantial and long-term adverse effect on the ability to carry out normal, day to day activities.'

This includes sensory impairments (such as sight or hearing loss) and diagnosed neurodevelopmental conditions that are clinically recognised; for example, Autism, ADHD and SEMH needs where they impact access.

Not all disabled pupils have Special Educational Needs (SEN), and not all pupils with SEN have disabilities under this legislation. Pupils who attend Snow Hill School either have special educational needs and an Education, Health and Care Plan (EHCP); alternatively, they attend following a referral from the Stoke-on-Trent Education Reengagement Team (ERT) following a permanent exclusion or as an attempt to prevent a permanent exclusion.

Section 5 – Policy Content

5.1 Improving Access to the Physical Environment

We commit to enhancing the physical environment of Snow Hill School, including visual, acoustic and physical aspects, to meet the needs of disabled pupils. Reasonable adjustments may include sensory adaptations, assistive technologies and differentiated communication methods.

All new buildings comply with Building Regulations and the Education (School Premises) Regulations (2012) to ensure physical accessibility.

5.2 Increasing Access to the Curriculum

Access to the curriculum encompasses teaching and learning as well as extracurricular activities such as after-school clubs, leisure, sports, cultural events and school visits.

We tailor accessibility planning to pupils with EHCPs and complex needs to ensure full participation.

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5.3 Improving Delivery of Written Information.

We ensure that written materials provided to pupils are available in formats suitable to their abilities and needs, delivered within reasonable timescales.

Local authorities and schools review and revise accessibility strategies and plans regularly, prioritising resources for effective implementation.

5.4 Accessibility and Safeguarding

Due to the strong link between accessibility and safeguarding, it is recognised that barriers to access can increase vulnerability, create attendance issues, lead to disengagement and increase the risk of exclusion.

Snow Hill School ensures that accessibility planning supports safeguarding by promoting engagement, inclusion and enables access to education.

Section 6 – Responsibilities

The headteacher is responsible for ensuring accessibility planning is implemented effectively and reviewed regularly.

The SENCo supports the identification of barriers to access and ensures that reasonable adjustments are made.

Senior leaders monitor accessibility improvements and ensure alignment with SEND provision.

All staff are responsible for implementing inclusive practice in their daily work.

Section 7 – Monitoring and Review

The school maintains a written Accessibility Plan in accordance with Schedule 10 of the Equality Act 2010. Progress is monitored through:

- Review of individual accessibility plans
- Feedback from pupils and parents/carers
- Analysis of attendance, engagement and participation

Senior leaders report on accessibility to the governing body to ensure oversight and continuous improvement.
In accordance with Schedule 10 of the Equality Act 2010, the school maintains a written Accessibility Plan which sets out how access to education, the physical environment and information will be improved for disabled pupils over time. The plan is reviewed annually and updated whenever significant changes to provision, premises or pupil needs occur.

Section 8 – Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They

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will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

To ensure a person-centred approach, the pupil voice and parental/carer input will support accessibility planning. If any individual or group believes they are disadvantaged by this policy, they should contact the headteacher of the school. Snow Hill School and Keys Group will respond proactively to such concerns.

Section 9 – Version Control

This document can also be found in Radar.

This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The next review date and version history are recorded in the control table above. The named owner for review at Snow Hill School is the headteacher.

Section 10 – Appendices – Procedures and Localisation of Policy

Appendix A – Reasonable Adjustments Checklist

Appendix B – Communication Support Protocol

Appendix C – Accessibility Strategy and Plan Template

Appendix D - Accessibility Audit Tool

Appendix E – Equality Impact Assessment Template

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Appendix A – Reasonable Adjustments Checklist

- Sensory adaptations (e.g., noise-cancelling headphones, tinted overlays)
- Assistive technology (e.g., speech-to-text software, adapted keyboards)
- Adapted communication (e.g., simplified language, visual supports)
- Physical environment adjustments (e.g., ramps, handrails, accessible toilets)
- Flexible curriculum delivery (e.g., alternative assessments, adapted timetables)
- Staff awareness and training on individual needs
- Accessible formats for written materials (large print, braille, audio)
- Support from specialist services (e.g., occupational therapy, speech therapy, educational psychology)
- Emotional regulation support strategies
- Trauma informed approaches
- Emotion Coaching
- Access to Therapeutic Support
- Sensory toolkits in all classrooms
- Examination access arrangements

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Appendix B – Communication Support Protocol

- Identify pupils' and families' preferred communication methods.
- Provide written materials in accessible formats (large print, braille, audio, digital).
- Use visual supports and symbols where appropriate.
- Ensure staff are trained in communication needs and strategies.
- Review communication support regularly with pupils and families.
- Liaise with external specialists for communication aids and advice.
- Where required, translated communications

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Appendix C – Accessibility Strategy and Plan Template

Accessibility Strategy 2024-2027

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day-to-day life of our school and benefit from the educational experiences and services we provide.
We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

Legal Background

The Equality Act 2010 requires all schools and LA's to plan to increase the accessibility of schools for disabled students. Since September 2002 schools (including independent schools) and LA's have been required to formulate written accessibility strategies and plans. Both Schools and LA's are required to plan for:

I. **Improving access to the physical environment of schools**
This includes improvements to the environment of the school, which can include visual, acoustic and physical environments. All new school buildings have to comply with the building regulations and the Education (school premises) regulations 1999 and should be physically accessible to disabled students. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings.

II. **Increasing access for disabled students to the curriculum**
Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after school activities, leisure, sporting and cultural activities or school visits.

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III. Improving the delivery of written information to disabled students

This covers planning to make written information normally provided by the school to its students available to disabled students. Information should take into account students' disabilities and parents' preferred formats and should be made available within a reasonable timescale. LEA's and schools have a duty to review their strategies and plans, revise them if necessary and to implement them. LEA's and schools should prioritise resources for implementing their strategies and plans.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must not discriminate for a reason arising in consequence of a child or young person's disability.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school offers to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities.
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

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School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children and their accessibility plans.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the headteacher.

Definitions

The Disability Discrimination Act describes a disability as "physical or mental impairment which has a substantial and long-term adverse effect upon the ability to carry out normal day to day activities". Impairments include sensory impairments-such as those affecting sight or hearing and people who have had a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well recognised are included. Also diagnosed neurodevelopmental conditions for example, medically diagnosed ADHD is considered a disability under the Disability Discrimination act. While many disabled students will have or may be eligible for Education, Health and Care Plans, not all disabled students have SEN. Equally, not all students with SEN will necessarily have a disability under this legislation.

This accessibility plan has been drawn up in consultation with the senior leadership team responsible for Snow Hill School and covers the period from September 2024 to 2027.

This statement sets out the ways in which Snow Hill School provides access to education for students with a disability.

At Snow Hill School, we are committed to providing a fully accessible environment which values and includes all students, staff and parents/carers and visitors regardless of their education, 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.

The following areas will form the basis of the Accessibility Plan with relevant actions to:

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- increase access to the curriculum, incorporating school activities and educational visits.
- improve access to the physical environment of the school.
- improve the delivery of written information to students, staff, parents/carers and visitors with disabilities.

Attached are three action plans, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up for the following three-year period, 2027-2030.

It is acknowledged that there will be the need for on-going awareness-raising and training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

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

- Equal Opportunities Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities Policy
- Behaviour Policy
- School Prospectus and Mission Statement

Other relevant legislation, regulations & guidance:

- The Children and Families Act 2014, Part 3, which sets out duties towards children and young people with SEND
- The SEND Code of Practice: 0 to 25 years (DfE and Department of Health, 2015)
- The Equality Act 2010, including the duty to make reasonable adjustments and the duty to have a written, three-year accessibility plan
- The Education (Independent School Standards) Regulations 2014, including the standards on the welfare, health and safety of pupils and on information provided
- Keeping Children Safe in Education under which pupils with SEND may need additional support and are recognised as potentially more vulnerable

The school plan will be monitored on an on-going basis by the Senior Leadership Team responsible for Snow Hill School.

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The School's Context

We are an independent SEMH specialist school for children / young people who age from 11 years to 18 years. The school comprises of one building of four storey construction, with an outdoor area comprising a playground, MUGA, a garden area and a marquee.
Some pupils at Snow Hill School have an EHCP for Special Educational Needs and Disabilities; others have been referred by Stoke on Trent's education re-engagement team (ERT) following a permanent exclusion or, in order to prevent a peere a permanent exclusion may be likely.

The School's Aims

At Snow Hill School, we provide holistic guidance, teaching and experiences to ensure our pupils become effective British citizens, overcome their challenges and are placed on an equal footing to their peers from a mainstream setting. We believe that every pupil has the right to the appropriate and relevant educational provision that allows them to achieve their full potential.

All pupils at Snow Hill experience a learning environment which provides a fresh start in education with support from empathetic, supportive staff who foster a sense of belonging. They will enjoy a structured academic and activity focused curriculum, with frequent opportunities to experience personal success. Our curriculum aims to empower pupils and increase their independence in learning and partaking in activities with peers. We provide timetabled opportunities for the development of personal skills including social and emotional well-being and communication and interaction. We champion high aspirations and support pupils in bespoke accredited pathways aiming towards employment.

At Snow Hill School, all pupils have the right to staff who have positive regard for them and treat them with respect. All teachers have high expectations concerning pupil achievements, coupled with realism and honesty. They develop a relationship of trust and mutual respect, with time set aside to pay attention to the progress and achievement of every individual. All staff contribute to the wellbeing and safeguarding of pupils, taking a holistic approach towards progress and development.

At Snow Hill School, we listen to pupils and involve them in decisions about their learning to reach the best outcomes. We hold a strong belief that there is a virtuous circle of learning, which for so many pupils has been conspicuous by its absence. The intention is to replace a downward spiral of negative educational experience with a cycle of achievement, building on and reinforcing self-esteem.

In addition to our accessibility plan we will:

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve access for both individuals and groups.
- work to provide an atmosphere where all children / young people feel safe and valued.

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- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Snow Hill Accessibility Plan 2026 -2029

A- Improving Access to the Curriculum

Priority Area	Proposed Response /action	Resources	Timeframe	Outcome	Completion
Develop a range of new and up to date learning resources that are accessible for pupils with different needs.	Full audit and review of schemes of learning, teaching resources and methods of delivery	Time allocation training		Pupils with special needs and disabilities have increasing access to learning materials.	July 2027
Teachers further develop their knowledge of different teaching and learning styles.	Head teacher to identify Professional development opportunities Working party group	Time allocation Training	Ongoing	Teachers to use multiple intelligence principles to suit wide range of learning styles. Higher attainment for pupils with SEN and Disabilities.	Ongoing
Disability equality issues are incorporated in the wider PSHE curriculum.	Audit of PSHE scheme of learning to identify provision and any gaps	Time allocation	December 2026	Students have a greater understanding of disability issues.	
Teachers develop skills to work with pupils who have specific difficulties.	Senior management to arrange specific training for teachers relating to disabilities experienced by pupils	Time allocation Training day	Ongoing	Staff have a greater understanding of disability issues.	

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Priority Area	Proposed Response /action	Resources	Timeframe	Outcome	Completion
Teachers and teaching assistants are trained to teach and support children / young people with SEND. Staff are confident about meeting the needs of children / young people with a disability.	EBSNA training (2 members of staff as champions) Trauma Informed Emotion Coaching. LFBE Training implemented	Places on training courses, communication with clinical team Staff being released to attend	2026 Ongoing	Teaching is adapted to meet individual needs and approaches to behaviour management and take into account childhood ACES.	Ongoing
All school staff and the governors have had access to training on disability equality and inclusion.	Induction and Mandatory Educare – Equality and Diversity (all staff). Keys Connect Training (all staff)	Induction training time allocation for Educare completion	On induction and annually	Staff understand the Protected Characteristics, the Equality Act 2010 and how to work inclusively.	
Ensuring our classrooms are optimally organised and resourced for children / young people with SEND needs	Occupational Health/ AEP learning walks Health and Safey Audit	Sensory Toolkits Wobble chairs/cushions etc Consideration of adaptations to lighting and blinds in classrooms	Ongoing	Classrooms will be appropriate for pupils with sensory/regulation challenges will access more classroom learning.	Completed for 2025/2026 academic year
Positive images of people with different abilities are apparent in the classrooms and the school generally.	Neurodiversity celebration posters in classrooms/corridors.	Printed 'posters' for classrooms	December 2026	Pupils will see positive role models who are neurodivergent and begin to celebrate their differences/reduce personal stigma.	
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and	Music Peak/outdoors Swimming Enrichment Going on a walk Sensory circuits	Specialist music teacher Water sports/biking/climbing facilities/opportunities	December 2026	Pupils will be able to express themselves in different ways creatively. Pupils will improve their physical and mental health and feel a greater sense of belonging.	

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physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.	Boxing Swimming	Access to pool/trained staff Circuit training equipment			
Priority Area	Proposed Response /action	Resources	Timeframe	Outcome	Completion
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is peer support and collaborative learning in support of those with learning difficulties.	Primary needs are majority SEMH, however all pupils have diverse secondary and tertiary needs. Pupils are buddied up together to support one another when appropriate. Pupils celebrate the success of others in Friday assemblies.	Access to learning aids such as overlays, pencil grips, modified text and language, dual coding, visual aids, visual timetables, scaffolding etc	Ongoing	Pupils will be able to achieve similar outcomes to their mainstream peers, overcome negative feelings around education and raise self-esteem.	
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. processing time for children / young people with social communication difficulties.	Additional time as normal way of working for identified pupils Extra Time access arrangements provision for speed of processing/handwriting	Training from SENCo/SLT on how to support pupils with additional processing time	October half term 2026	Pupils can express their ideas fully and be awarded for them appropriately.	

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Priority Area	Proposed Response /action	Resources	Timeframe	Outcome	Completion
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. touch screen, assistive technology.	Implementation of Read Write for students requiring enhanced support or potentially a scribe.	Read Write	Ongoing	Greater independence from adult support.	Ongoing
Provision of laptops or e-devices are considered to aid recording and / or communication.	Laptops offered as part of normal way of working. Need to consider further provision of assistive technology for recording and communication.	Laptops Reading pens Read Write	Ongoing	Greater independence from adult support.	Ongoing
The school links with other schools to share good practice.	Links with Castle Hill School. Keys advisory lead role created to liaise with mainstream colleagues through the ERT contract.	Time for Key Staff to liaise with other schools/Keys advisor	Summer 2026	Greater collaboration and sharing of ideas to increase attainment and share good SEND practice with mainstream colleagues.	Ongoing
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	Focus on adding cultural capital. Making Memories. Museum visits.	Trips and Visits allowance Risk Assessments Vehicles	Summer 2026	Pupils have a range of experiences that put them on 'a level playing field' culturally with mainstream/less disadvantage peers.	Will be completed by end of summer term 2026
Staff seek to remove all barriers to learning and participation. When curriculum units are developed teachers consider accessibility across a range of	All activities are fully inclusive, and no pupil will be denied an experience based on disability. Embed	Staff training on individual needs Completion of comprehensive pupil passports	Ongoing	All pupils enjoy the full curriculum and enrichment offer, engagement rises, pupils feel a greater sense of belonging.	

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special educational needs and disabilities	achievements of people with disabilities etc.				
Access Arrangements are used when appropriate to support children / young people with accessing assessments.	Consider training a member of staff to Level 7 PAPAA to have expertise in school. Staff collaborate to ascertain needs and supporting Form 9 paperwork and evidence is collated to apply for approval through JCQ. Teachers are trained to gather appropriate evidence.	Time allocated for processing of Access Arrangements paperwork Time in teachers' meeting to shared evidence gathering requirements	December 2026	No pupil is placed at a disadvantage in examinations as a result of their SEND.	
The school signpost children, young people and families to further support e.g. Food Banks, CDAS, SENDIASS, Early Help, etc.	Pastoral/Safeguarding Team involvement with parents. Open door policy for parents. DSL and SENCo Team work closely with a vast range of outside agencies.	Designated Safeguarding Lead, Pastoral Team and SENDCo	Ongoing	Families and pupils are supported to live safe and fulfilling lives without barriers.	Ongoing
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.	All governors challenge on inclusion and disability awareness.	External governor in place to ensure independent challenge	Ongoing	Senior Leaders are held accountable for inclusion.	Ongoing

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B- Improving Access to the Physical Environment

Priority Area	Proposed Response /action	Resources	Timeframe	Outcome	Completion
Provide level access to ground floor facilities including playground	Undertake access audit of ground floor. Programme of ramping to provide level access to the front door.	Audit tools	Ongoing	Staff/ visitors with wheelchairs can access ground level of school via front door.	Ongoing
Ensure fire procedures take into account the needs of pupils with disabilities	Review the needs of the identified pupils. Ensure that appropriate provision including places of safety have been established.	None	October 2026	Identified pupils are safe and would have a clearly recognised set of procedures to meet their needs in case of fire. Exit can be made at the front door, the SENCo office, adjacent to the art room and the rear of the building dependent on need.	
The size and layout of areas allow access for all children / young people, including wheelchair users.	Wheelchair access is via the front door. Lift to be reinstated	Budget			
In considering the school budget there is a clear plan to improve access and resources for those with a disability.	Resources advised by OT, S&LT and EP as well as outside agencies such as CAMHS are budgeted for and purchased.	Adapted furniture and learning resources	Summer 2026/ ongoing	Pupils' individual needs are met and engagement/ achievement rises.	

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Priority Area	Proposed Response /action	Resources	Timeframe	Outcome	Completion
There is a plan which shows priorities for major and minor works, costed and included in the school budget.	Redecoration to all classroom spaces over the 26/27 academic year, including furniture	Time Budget	Throughout the academic year 2026/2027	Greater accessibility for all visitors to Snow Hill.	Completed
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	Keys Facilities Management through Track plan. Full-time caretaker onsite.	Facilities team Dedicated caretaker Physical resources for upkeep	Ongoing on a basis	Staff facilities are up to date, fit for purpose and well maintained leading to greater support for pupils in school.	Completed
Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components.	Any pupils with mobility /evacuation difficulties will be assessed for a PEEP. Invacuation procedure to be implemented and practised.	Evacuation notices	Checked half termly	Pupils and staff evacuate safely when the alarm is raised.	Completed for 2026
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.	All pupils attending Snow Hill are assessed to ascertain any need for a PEEP.	PEEP document PEEP training Time to assess for PEEPS	First H/T annually	All staff are aware of any special circumstances/adjustments needed for individual pupils during an evacuation.	Completed for 2026

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Priority Area	Proposed Response /action	Resources	Timeframe	Outcome	Completion
With regards to *'Supporting pupils at school with medical conditions (2014)',* there a policy in place for the effective and safe administration of medication.	Policy in place: Snow Hill First Aid and Medication Policy	First Aid room First Aid supplies Staff checks	Reviewed Annually	Pupils with medical conditions are safely supported in line with legislation.	Completed for 2025-26
Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.	Personal hygiene and medical issues are dealt with sensitively by the pastoral and safeguarding team.	High staff to pupil ratio.	Ongoing	Pupils experiencing hygiene and toileting difficulties are supported sensitively.	Ongoing
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.	Pathways are safe and disabled parking spots are avai – consideration given to allocation disabled parking.	Upkeep of pathways of travel Space at front of school for disabled parking Caretaker on site	Ongoing	Children, staff and visitors with mobility challenges are fully supported in school.	Ongoing
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	Keys operate equal opportunities and reasonable adjustments are made to support staff with disabilities and medical challenges. Documented in Recruitment Policy.	Access to Keys HR Team	Ongoing	Snow Hill staff are diverse and supported with difference which in turn supports understanding and inclusivity from and with pupils.	Ongoing

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Furniture and equipment are selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.	Advice on furniture is followed from the OT/QTVI/Habilitation. Sensory challenges are taken into account for all pupils and staff including reduced lighting in classrooms.	Budget for adjustments to furniture/specialist equipment. Access to Keys Clinical Team Caretaker on site	Ongoing	All pupils at Snow Hill have individual physical and sensory needs supported.	Ongoing
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with SEND.	Further work to be done on dual coded signage.	Inclusive signage for pupil toilets	September 2026	All staff and pupils can access labels and signage in school.	September 2026

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C- Improving Access to Information

Priority Area	Proposed Response /action	Resources	Timeframe	Outcome	Completion
Make information more accessible to pupils, parents/carer staff and visitors	Review format of prospectus and other relevant information and policies.	Support from Keys Marketing Team (e.g. prospectus available In braille format)	December 2026	Individuals with disabilities have greater access to information. The school should be able to respond quickly to requests for information in alternative formats.	
Priority Area	Proposed Response /action	Resources	Timeframe	Outcome	Completion
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.	Resources to be adapted to support pupil with VI (Arial 24 point bold on cream paper). iPad to be provided for enlargement.	Cream paper for staff Use of Read Write	Ongoing	VI pupil will be able to access all resources in lessons.	Completed
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, projections and describing diagrams.	Care is taken by group tutors, teachers and support staff to ensure that information is understood by all pupils.	Resources for adaptation Smart Boards in all classrooms Visualisers available High ratio of staff to pupils	Ongoing as required	Increased access and progress.	Completed
ICT facilities are used to produce written information in different formats as appropriate.	Calibri, Arial, Comic Sans used as dyslexia friendly	IT availability for all staff	Ongoing	All pupils access written information (with adult support if necessary).	Completed

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	fonts. Visual prompts provided. Specialist teacher recommended font and text size to be used for any VI pupil.				
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors	Further work to be done on assistive technology. School staff liaise frequently with OT, VI, physio, S&LT etc for individuals as appropriate. Key staff in school are sighted guide trained.	Staff training on inclusion Contact with DNA Learning	Programme throughout 2026-2027 academic year	All staff can adapt their practices to support people with SEND and aid progress.	Partially completed
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.	Complaints policy in place: Snow Hill Complaints Policy and available on website.	Open line of Communication/policy/process for complaints and positive suggestions	Updated annually	Snow Hill can respond and improve practice based on feedback.	

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D: Review schedule

Objective	Actions / Strategies	Responsible Person(s)	Timeframe	Success Criteria
Review and update accessibility strategies	Annual review of accessibility plan and progress	Headteacher Governors SENDCo	Annually	Updated plan reflecting current needs

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Appendix D - Accessibility Audit Tool Template

Area Reviewed	Accessibility Strengths	Areas for Improvement	Actions Required	Responsible Person	Review Date
Entrances and exits					
Corridors and pathways					
Classrooms					
Toilets and changing facilities					
Signage					
Lighting and acoustics					
Emergency procedures					

Appendix E – Equality Impact Assessment Template

Policy/Practice/Change Assessed	Date of Assessment	Assessor(s)

Protected Characteristic	Potential Impact (Positive/Negative/None)	Mitigation or Enhancement Actions

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Age		
Disability		
Gender		
Race/Ethnicity		
Religion or Belief		
Sexual Orientation		
Pregnancy and Maternity		
Marriage and Civil Partnership		
Gender Reassignment		

Summary and Recommendations:

Assessor Signature:	
Date:	

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