

EDUCATION

Disability and Accessibility Policy

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Revision Log (Last 5 changes)

Date	Version Number	Brief Detail of Change
November 2023	2	3 year review

Snowfields Academy is committed to developing an accessible environment for all its users. This policy applies to all pupils, staff and visitors.

Background

Snowfields Academy is a diverse and inclusive community that focuses on the wellbeing and progress of every student and where members of our community are of equal worth.

We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all students 'achieve their very best'.

We will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.

Snowfields Academy is aware of potential discrimination as a result of:

- Less favourable treatment - Treating a disabled or prospective pupil less favourably than another because of his or her disability without justification may be breaking the law.
- Failing to make a 'reasonable adjustment' - Schools can also be found to have discriminated where they have failed to take 'reasonable steps' which leads to disabled pupils and prospective pupils being placed at a 'substantial disadvantage' compared to non-disabled pupils.
- Rights under the Law - The Equality Act 2010 defines a disabled person as: 'someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. This covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes or epilepsy, pupils who are incontinent or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy.

Are disabilities different from Special Needs?

A disability might give rise to a learning difficulty that calls for SEN provision to be made. The SEND framework is there to identify and meet any additional educational needs of children. The duties under the Equality Act 2010 are there to ensure that disabled pupils are not discriminated against. Many, but not all children who have SEN will also be defined as having a disability under the Equality Act 2010. Similarly, not all children with a disability will have special educational needs.

Snowfields Academy actions to prevent discrimination:

- Staff, pupils, parents and the Governing Body will be made aware annually of their responsibilities and rights under the EA 2010.
- The Governing Body and leadership of the academy will be responsible for ensuring the Act is implemented and reviewed regularly.
- All staff annually and new staff as part of their induction process will be made aware of their responsibilities.

- School, LA and National policies regarding the legislation will influence procedures for admissions, education and associated services and exclusions to ensure disabled children are not at a substantial disadvantage.
- The academy will review its policies, procedures and practices to ensure that it will not discriminate against disabled pupils or prospective pupils bi-annually, with full consultation of the Governing Body.
- Procedures will be in place to ensure that should there be discrimination by staff it will be dealt with immediately.
- The academy may be expected to adjust practice as well as/in addition to facilities. For example, this may involve a feasibility study as to whether or not a year group may need to move to a different classroom to accommodate a child's needs.

Outdoor Environment

- The outdoor environment should allow disabled people to move around freely and safely.
- Paths and pavements will be kept free of unnecessary obstacles.
- Trees and shrubs will be kept trimmed where they are adjacent to paths.
- Designated parking spaces are provided.

Entrance to the academy

- The main entrance is accessible to all users of the building with an access ramp.

Lifts

- The academy has two lifts enabling wheelchair users to access rooms on different levels.

Toilets

- The academy has accessible toilets in each key stage on all floors.

Off site visits

- Staff will complete a risk assessment to ensure accessibility of the site to be visited.
- Staff will be trained in the use of a wheelchair, should this be required for a visit.