

ACCESSIBILITY PLAN 2024/2025

SNOWFIELDS ACADEMY

Equality Act 2010

Introduction

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all types of unlawful discrimination in a simplified way.

Direct discrimination is treating someone with a protected characteristic less favourably than others. Indirect discrimination, happens when something applies to everyone in the same way, but affects some people unfairly: i.e. holding a club in a room only accessible via stairs.

In England and Wales the Act applies to all maintained and independent schools, including academies, and maintained and non-maintained special schools.

The Act makes it unlawful for the governing body of a school to discriminate against, harass, or victimise a pupil or potential pupil, parents/carers, and staff:

- In relation to admission;
- In the way it provides education for pupils ;
- In the way it provides pupils access to any benefit, facility, or service; and/or
- By excluding a pupil or subjecting them to any other detriment.

In practice, any persons acting on behalf of the governing body are liable for their own discriminatory actions, but the governing body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action.

It is unlawful for a school to discriminate against a pupil by treating them less favourably because of their protected characteristics:

- Sex;
- Race;
- Disability;
- Religion or belief;
- Sexual orientation;
- Gender reassignment;
- Pregnancy or maternity.

For example, it is unlawful for a school to discriminate against or victimise a pupil by excluding him or her because of or for a reason related to a protected characteristic. The Act does not prohibit schools from excluding students with protected characteristics, but does prohibit exclusion because of their protected characteristics or discrimination during the exclusion process.

Behaviour and exclusion policies that result in a higher proportion of students with a particular protected characteristic being excluded are likely to result in indirect discrimination unless their application can be objectively justified.

Schools, and their governing bodies, have a duty to make reasonable adjustments to the exclusion process for disabled students and in circumstances where they fail to do so the exclusion is unlikely to be capable of objective justification.

'A Protected Act' might involve, for example, making an allegation of discrimination, or supporting another person's complaint by giving evidence or information. Even if the allegation was found to be false due to misunderstanding, that person is protected against retaliation unless they were acting in bad faith, i.e. lying about an incident taking place, as opposed to a misunderstanding.

More information relating to the Act can be found [here](#).

Academy Name: Snowfields Academy

1. Complete the table below exemplifying how your academy ensures it is adhering to the requirements laid out by the Equality Act 2010.

	Describe how you ensure the academy is working in accordance with the Equality Act.
Curriculum	<p>Our curriculum is designed to ensure that no student faces disadvantages due to their Autism or any associated difficulties or disabilities. Likewise, we are committed to removing academic barriers or limitations that may arise from being educated in a specialist provision. In Key Stage 4 for example, we offer GCSE courses, providing higher level papers for our most capable students. Consequently, their potential outcomes are comparable to those of their peers in mainstream education.</p> <p>We have ensured that our classroom environments have been adapted and reviewed in light of the Autism Act. Snowfields Academy ensures that our curriculum is accessible and inclusive for all students. We provide a broad and balanced curriculum that respects the cultural, religious, and individual needs of all pupils. We actively ensure that resources, materials, and teaching approaches reflect diversity and encourage a full understanding of equality and human rights. All students, regardless of their background, gender, or ability, are given equal opportunities to engage with and benefit from the curriculum.</p>
Behaviour / Exclusions	<p>Our Behaviour policy frames all behaviour interactions. We have a whole academy approach, based on positive noticing and reward, with a system for rewarding appropriate behaviour for learning via the in-class behaviour system, awarding points leading to tokens and postcards. We have personalised expectations for students which take into account their individual needs.</p> <p>We base our policy on fairness and respect. We ensure that all students are treated equally, with clear guidelines for expected behaviour that apply to everyone. We take proactive steps to identify and eliminate any potential discrimination in the treatment of students, ensuring that every pupil has an equal chance to succeed.</p>
Acts of worship	<p>All assemblies and remembrances are non-denominational and accessible by all students and staff. Students and staff who require separate or quiet areas to conduct acts of worship throughout the school day can request a space.</p> <p>We respect and appreciate all students from a variety of backgrounds and religions. As a school we embrace and ensure that all young people and staff feel the sense of belonging regardless of differences. We actively encourage our staff and students to celebrate and share differences of culture and look beyond our locality to ensure that all our young people and staff feel that they belong to our community regardless of our differences. If we were to have specific requests, we would ensure that we</p>

	make reasonable adjustments in accordance to the Equality Act 2010.
Uniform	<p>Policy has recently been amendment to make this gender neutral and accessible for the needs of young people with autism</p> <p>Snowfields Academy maintains a clear and consistent uniform policy that ensures equality and is non-discriminatory. We make reasonable adjustments for students who may have specific needs or cultural requirements, such as the provision of alternative clothing options where necessary. The uniform policy is designed to promote a sense of unity and belonging while respecting individual identities. Students and families are consulted about any potential barriers regarding uniform requirements, and we seek to accommodate reasonable requests.</p> <p>We are also aware and understand that one specific area of difficulty that relates to autism is sensory needs, which can impact on young people accessing their education. In such instances, we ensure that we make reasonable adjustments in accordance with the Autism Act through an agreed way with the parent/carer.</p>
Examinations	<p>It is the academy's duty not to discriminate against any candidate and follow the guidance of the JCQ when preparing for and arranging access arrangements for students.</p> <p>The academy adheres to the JCQ's Instructions for conducting examinations and is inspected by the JCQ once a year.</p> <p>We comply with the national standards that are required from Ofqual and ensure that all of our processes are robust. In doing so, when there are difficulties in students accessing exams, we will ensure that we work in collaboration with the specific boards to request additional time ect.</p>
Admissions	Every student is assessed following a request for placement by the Local Authority. Each admission is reviewed according to whether or not we can meet the individual needs of a student and whether we have a suitable place to offer.
School scheduling (i.e. parents evenings, trips, etc.)	<p>We have responded to parental requests to extend the timing of parents evenings, with appointments now available until 6pm to allow working family members to join. Almost all cultural capital events take place during the school day so distance from school and family transport are not a barrier to accessibility.</p> <p>We have ensured that we are inclusive in enabling access to young people who are not able to provide funds for trips, therefore we will use some of the allocation from Pupil Premium funding.</p>
Staff recruitment / promotion	All recruitment is through LAT Central Services which adheres to all requirements. Staff who interview are safer recruitment trained. All senior staff have had indirect Discrimination training. Where there are requests about requiring additional support

	<p>to attend the interview, these are made at a local level.</p> <p>At Snowfields Academy, we are committed to ensuring that our recruitment processes are free from bias and discrimination. We use clear, fair, and consistent criteria for staff recruitment, ensuring that all candidates are assessed based on their qualifications, experience, and potential. Promotion opportunities are based on merit and are accessible to all staff, irrespective of gender, race, age, or any other characteristic. We actively encourage applications from diverse backgrounds and ensure that every staff member has equal opportunities for professional development and advancement.</p>
Staff access to training / information	<p>On most occasions training and information is shared with all staff. There may at times be a need for confidential information to be shared with certain key individuals, such as safeguarding information when this would only be shared with the least amount of people who need to know. Daily communication is shared with teachers, 4 times a week, and whole staff are invited to two of these meetings. When it is a teacher meeting this information is still shared with all staff via email.</p>

Equal opportunities objectives 2025

Date objectives set: February 2025

Date objectives to be reviewed: July 2025

Objectives	Action taken	Impact/progress
To monitor pupil progress and attainment in order to ensure that pupils in vulnerable groups achieve their potential.	<p>Regular Data Analysis: Continuously assess and analyse pupil progress through formal and informal assessments, focusing on vulnerable groups to identify gaps in attainment.</p> <p>Targeted Interventions: Implement and monitor targeted support for vulnerable pupils, such as additional interventions or small-group work, based on assessment data.</p> <p>Individual Learning Plans: Develop and review personalised learning plans for vulnerable pupils, setting clear, measurable goals and adjusting strategies as needed.</p> <p>Frequent Pupil Progress Meetings: Hold regular meetings with staff to review the progress of vulnerable pupils, ensuring timely interventions and support are in place.</p>	<p>Improved Attainment: Vulnerable pupils show consistent progress in assessments, with achievement gaps narrowing over time.</p> <p>Focused Support: Targeted interventions lead to measurable improvements in the academic performance of vulnerable pupils.</p> <p>Tailored Learning: Individual learning plans result in personalised progress, with pupils meeting their specific learning targets.</p> <p>Early Identification of Needs: Regular progress meetings enable quick identification of barriers to learning, ensuring timely support and intervention.</p> <p>Stronger Parental Engagement: Increased communication with families leads to greater involvement in pupils' learning, fostering a supportive home-school partnership.</p>
To provide a variety of enrichment opportunities which give the opportunity for all	<p>Inclusive Enrichment Programmes: Offer a wide range of sports, arts, and music activities that cater to diverse needs, ensuring all pupils,</p>	<p>Holistic Development: Pupils, including those from vulnerable groups, develop physically, socially, and emotionally through regular</p>

<p>children to become rounded individuals both physically and psychologically. This may include access to sports' clubs, extra-curricular activities, trips and visits, and multicultural weeks. All vulnerable pupils will be specifically offered enrichment opportunities in sports, arts or music.</p>	<p>including those in vulnerable groups, have access.</p> <p>Tailored Sports and Arts Opportunities: Provide specific opportunities for vulnerable pupils to participate in sports clubs, arts workshops, or music lessons, focusing on developing physical and emotional well-being.</p> <p>Cultural Awareness Activities: Organise multicultural weeks, trips, and visits that expose pupils to diverse cultures and encourage understanding, fostering a sense of inclusion.</p> <p>Collaborative Planning with Parents/Carers: Work closely with families to ensure enrichment activities align with pupils' interests and needs, ensuring full participation and engagement.</p> <p>Regular Evaluation of Access and Participation: Monitor the participation of vulnerable pupils in enrichment activities, making adjustments where necessary to ensure equitable access for all.</p>	<p>participation in diverse activities.</p> <p>Increased Confidence and Well-being: Vulnerable pupils show increased self-esteem and confidence, benefiting from inclusive sports, arts, and music opportunities.</p> <p>Cultural Understanding: Pupils gain greater awareness and respect for diversity, enhancing their sense of belonging and reducing social isolation.</p> <p>Improved Engagement: Vulnerable pupils are more engaged in school life, with tailored enrichment activities supporting their personal interests and talents.</p> <p>Equal Opportunities: All pupils, regardless of background or need, have equal access to enrichment opportunities, ensuring compliance with the Equality Act 2010 and promoting inclusivity.</p>
<p>To ensure that planning and resources utilised in lessons are reflective of both our school and wider community. This can be seen through the texts studied, images used and references to inspirational figures and places.</p>	<p>Diverse Curriculum Content: Integrate a range of texts, images, and resources from various cultures, backgrounds, and communities to reflect both the school and wider societal diversity.</p> <p>Inclusive Resources Selection: Carefully select materials that highlight inspirational figures, places, and ideas from diverse groups, ensuring representation of all communities within lessons.</p>	<p>Enhanced Cultural Awareness: Pupils develop a broader understanding of different cultures and communities, leading to increased respect and empathy.</p> <p>Sense of Belonging: Pupils see themselves and their communities represented in the curriculum, fostering a stronger sense of identity and belonging within the school.</p> <p>Inspiration and Aspirations: Exposure to</p>

	<p>Cultural Relevance in Planning: Ensure lesson planning actively incorporates themes and topics that are relevant to the pupils' own lives and experiences, as well as the broader community.</p> <p>Collaborative Resource Development: Engage with pupils, staff, and the wider community to gather feedback and ideas for resources that are meaningful and inclusive.</p> <p>Ongoing Evaluation and Review: Regularly evaluate the inclusivity of the resources and texts used, making adjustments where necessary to reflect diverse perspectives</p>	<p>diverse, inspirational figures and places motivates pupils, helping them to set high aspirations for their future.</p> <p>Engaged Learning: Pupils demonstrate increased engagement and interest in lessons, as the content is more relevant and reflective of their world.</p> <p>Equality and Inclusivity: The curriculum and resources support equality, ensuring that all pupils, regardless of background, are exposed to a variety of perspectives, in line with the Equality Act 2010.</p>
<p>To ensure that reasonable adjustments are made for any staff member, parent or pupil with a physical disability or mental health need to better meet their needs in line with our accessibility plan. Where any disadvantages are identified or experienced, they are addressed quickly and monitored accordingly.</p>	<p>Tailored Support Plans: Develop individualised support plans for staff, parents, and pupils with physical disabilities or mental health needs, ensuring adjustments are made to meet their specific needs.</p> <p>Access to Specialist Resources: Provide appropriate resources, such as assistive technology, adapted materials, or quiet spaces, to support individuals with disabilities or mental health needs.</p> <p>Staff Training and Awareness: Offer regular training for staff on making reasonable adjustments, including understanding physical disabilities and mental health conditions, and</p>	<p>Improved Access and Participation: Staff, pupils, and parents with disabilities or mental health needs are fully included in school life, with all necessary adjustments in place to support them.</p> <p>Increased Well-being: Individuals with physical disabilities or mental health needs experience a greater sense of support, well-being, and engagement, both in and outside the classroom.</p> <p>Timely Resolution of Barriers: Identified disadvantages are addressed quickly, ensuring that any potential barriers to success are removed, promoting equal opportunities.</p>

	<p>how to create an inclusive environment.</p> <p>Regular Monitoring and Feedback: Continuously monitor the effectiveness of adjustments through regular feedback from staff, parents, and pupils, ensuring that any barriers are quickly identified and addressed.</p> <p>Collaboration with External Agencies: Work with external specialists, such as occupational therapists or mental health professionals, to ensure adjustments are tailored effectively and in line with best practices.</p>	<p>Inclusive Environment: The school culture becomes more inclusive and understanding, with all members of the school community empowered to contribute and thrive.</p> <p>Compliance with Accessibility Plan: The school meets its legal obligations under the Equality Act 2010, ensuring that reasonable adjustments are consistently made to support all individuals effectively.</p>
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