



Snowflake School

'Improving the quality of family life'

Accessibility Policy and Plan

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3-year period covered by the plan: 2025-2027

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Trustees to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- not to treat disabled pupils less favourably for a reason related to their disability.
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- to plan to increase access to education for disabled pupils.
- to improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.

This plan sets out the proposals of the Trustee to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum.
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Snowflake School is a special school for pupils aged 5-17 years with Autism. The school opened in Earls Court (converted basement of a house) in 2008. In November 2020 the school became two buildings, with the addition of a second site in Acton for pupils aged 12 -17. The Primary site in Earls Court comprises of a one-story construction and the Secondary site in Acton of 3 stories. The Primary site has no disabled access, due to the physical constraints of the building, significant structural adaptations are not currently reasonable; however, the school will consider reasonable adjustments and alternative arrangements on a case-by-case basis. Where access to the building is currently difficult or impossible, the school will consider reasonable adjustments to facilitate meetings on site wherever practicable. Where this cannot reasonably be achieved, meetings can be arranged online or at a local accessible venue, including a local hotel with which the school has an agreement.

Some physical disabilities may not be compatible with the current building layout where reasonable adjustments cannot be made; each case will be considered individually.

The Secondary site has disabled access to the ground floor, by ramp and lift access. There are 3 classrooms, a medical room and a disabled toilet and shower on the ground floor which also offers access to the playground. Provision of access above the ground floor is not possible for all due to space constraints and the disproportionate impact of fitting a lift. Timetable adjustments are made for any student or member of staff where access above the ground floor is limited due to injury or disability.

Snowflake School is committed to offering an inclusive curriculum, and a fully accessible environment which values and includes all pupils, staff families and visitors, regardless of their physical, intellectual, social, sensory, spiritual, cultural or emotional needs. We are committed to challenging negative attitudes to disability and accessibility and embracing a culture of awareness, tolerance and inclusion.

The curriculum is underpinned by the scientific principles and practice of Applied Behaviour Analysis and Skinner's Verbal Behaviours, teaching is individualized and under regular review, to ensure the best possible progress for all our pupils who have autism, whatever their needs or abilities. We recognise that not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition for disability, however, all pupils at Snowflake School meet the criteria for disability and most have an EHC Plan.

This Single Equality Scheme explains and responds to our statutory duties to promote equality in all areas identified as protected characteristics in the Equality Act (2010).

If a pupil qualifies for admission to the school by reason of their special educational needs, the school undertakes to facilitate their education at the school. All pupils have access to a broad and balanced curriculum and are encouraged to participate in the life and work of the school to the best of their abilities.

The Accessibility Policy and Plan share objectives with the Snowflake School Equality Policy and Snowflake School Special Educational Needs and Disability Policy and should be read in conjunction with these two documents.

This Accessibility Policy and Plan exists to ensure that we fulfil our vision of providing wide-ranging opportunities for all where "every learner matters", whether they be an adult or a pupil.

We aim to:

- Ensure that the needs of our pupils, staff and community are met
- Ensure that our pupils can join in with all the activities of the school
- To ensure that all pupils make the best possible progress
- To ensure that families are informed of their child's progress and that there is effective communication between parents and school

The specific areas covered by the accessibility plan that need to be included are: -

Increasing the extent to which all pupils can participate in the whole school curriculum.

Trustees should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community.

These may include:

- Consideration of whole-school ways of increasing participation in activities such as leisure and cultural activities, as well as out-of-school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges.
- How threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks.
- Identifying how classroom management arrangements, such as deployment of staff, provision of ICT, contribute to, and enhance learning opportunities.

Improving the physical environment of the school to increase accessibility for all members of the school community.

The Board of Trustees will want to consider and record reflection upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilets and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of sound fields/hearing loop systems.
- Deciding how the implementation of specific strategies such as flexible or shared timetabling, access to therapy, first day absence response, have enhanced attendance and participation
- Consideration of how classroom/group organisation has been targeted
- to ensure that all pupils achieve increased levels of school success.
- Consideration of the school response to pupils through the application of the SEN Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored.
- Consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted.
- Identifying how staff training needs in order to effectively meet the diverse needs of all pupils, including prospective pupils who may require, signing, personal hygiene support etc, has been identified and supported.
- Identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them.

- Taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement
- Ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
- Enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the school's ability to be seen as an inclusive environment

Access to information

Schools are expected to increase access to information to those with disabilities. The Trustees may wish to decide how this is to be achieved by:

- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil needs.
- Ensuring the monitoring of the effectiveness of adult support to enhance the opportunities for pupils/parents/carers who have difficulties in accessing information.

Monitoring the success of the plan:

Trustees will be required to comment on the accessibility plan and identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

- Success in meeting SDP identified targets.
- Changes in physical accessibility of school buildings
- Questionnaires, responses from stakeholders e.g., parents, /carers, pupils and staff, indicate increased confidence in the school's ability to promote access to educational opportunities for pupils with special educational needs
- Improved levels of confidence in staff in reducing the obstacles to success for pupils with special educational needs
- Recorded evidence that increased numbers of inclusion of all pupils and how they are participating in all areas of the school

- Recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures.
- Increased levels of achievement for all pupils.
- Pupil responses: verbally, pictorially and written that indicate that they feel themselves to be included.
- Ofsted inspections identify higher levels of educational inclusion.

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

- Curriculum
- Equal Opportunities
- Staff Development
- Health and Safety
- Special Educational Needs
- Child Protection
- Behaviour Management
- School Development Plan
- Teaching and Learning files

Snowflake School Accessibility Action Plan 2025-27

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Physical Access to Secondary Site	Audit of accessibility of school buildings and grounds by SLT and trustees. Suggest actions and implement as budget allows.	Ensure access to external lift for pupils with mobility difficulties. Signage to be provided along approach route to Reception. Further signage for other main blocks of building. Consider including tactile, visual signage on doors.	Plans to implement Budget in place	By Jan 2028	
Emergency Exit	All pupils and adults to be able to evacuate the building safely in an emergency	Fire escape plan to be reviewed and updated as required and at least annually. New Plan for Secondary Site	Plan reviewed for Primary Site Plan reviewed for Secondary site	By December 2022	Yes

Curriculum Access	All pupils have access to a broad, balanced, individualized and differentiated curriculum.	To be reviewed at least annually.	All pupils have access to broad range of opportunities including accredited courses	Sept 2022 and on going	Yes
	All pupils have a differentiated curriculum that meets their individual needs.	Following the SEN Policy- All pupils have an IEP/EHC Plan that details pupils needs (and how to differentiate) with personalised curriculums where appropriate., using the principles of ABA/VB	Lesson observations reports teaching matched to individual needs. The number of 80%+ competencies	Ongoing	Yes
	Pupils' access to the curriculum is increased because there is a reduction in incidents individual pupil needs are met, suitable educational provision is	Follow SEN Policy, interventions, therapeutic input/functional behaviour analysis	We are an inclusive school	Reviewed weekly, regular data collection	Yes

	Ensure that all pupils can participate in extra curricular activities and trips and visits	Audit of extra curricular provision.		Reviewed annually	Yes
Access to information	The written information provided to parents/carers is accessible and read.	Current information and invitations sent to all parents is reviewed to judge the language, style, format, and accessibility.	Information is read. Parents/carers feel that school is an approachable supportive and accessible institution.	Reviewed annually	Yes
	Written communication to parents/carers includes the opportunity to raise access issues with school in advance e.g. at parent evenings	School ensures all Parents /carers can access school site	Parents/carers feel that school is an approachable supportive and accessible institution.	Reviewed annually	Yes

Equality and Inclusion	To ensure that the Accessibility Plan becomes an annual agenda item at Trustee Meetings.	Office manager add to agenda of meetings	Adherence to legislation.	Reviewed annually	
	To improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	On-going	
	To ensure policies consider the implications of disability.	Consider during review of policies.	Policies reflect current legislation.	On-going	
	The pursuit to continually challenge discrimination and harassment.	As listed in Equality policy, SEND Policy, Behaviour Policy Monitor implementation of PSHE programme	We are an inclusive school	On-going	

Revision

Version Update	January 2025
Review due	January 2027
Reviewed By	Sumen Starr
Approved by Board of Trustees on	February 2025