

YSGOL LLWYN YR EOS
ACCESSIBILITY POLICY/PLAN
2019-2022

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This policy should be read in conjunction with the schools School Improvement Plan, SEF and SEN policy.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Ysgol Llwyn yr Eos plans over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils; (If a school fails to do this they are in breach of the Equalities Act 2010). This covers teaching and learning as well as access to the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school for pupils, staff, parents and visitors, and provision of physical aids to access education.

5. This Accessibility Policy and its associated plan will be published on the school's website.

6. The school's complaints procedure will reflect the Accessibility Plan.

7. The Accessibility Policy and associated Accessibility Plan will be approved by the Full Governing Body and monitored on an ongoing basis.

8. The Plan may be monitored by ESTYN as part of their inspection cycle.

9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

THE PLAN

Rationale

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

The school recognises its duty:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled pupils less favourably;
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts/social enterprises.

b) Provision of information

The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

c) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and accessible facilities and fittings

Action Plan

See attached (Appendix 1)

Linked Policies This Plan will contribute to the review and revision of related school policies, e.g. SEN policy, SEF, SIP and Prospectus.

Approved

Date:

Appendix 1:

CURRICULUM

Outcomes	Description of development actions	Resources required	Lead responsibility	Timescale
All pupils have access to a rich and exciting curriculum at an appropriate level	Teachers to incorporate differentiation into their planning and class activities to ensure all pupils	SLT time to analyse planning and work scrutiny to monitor pupils' learning opportunities	SLT and teachers	Ongoing plus staff training provided at least annually

	<p>access all learning objectives.</p> <p>Data analysis is used to identify those pupils working outside their expected level so that appropriate learning is planned for them.</p> <p>Provide small group intervention work for those with specific needs</p>	<p>SLT meets regularly with coordinators/ teachers in 'Progress meetings' to analyse assessment data and set targets and arrange appropriate provision</p> <p>Head to organise with SENCO at the beginning of every term.</p>	<p>SLT including SENCO</p> <p>Head teacher/SENCO and all teachers</p>	<p>Every term</p> <p>To review on an ongoing basis</p>
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INFORMATION

Outcomes	Description of development actions	Resources required	Lead responsibility	Timescale
All pupils and parents are able to access information from the school in an appropriate and accessible format	Feedback on work is to be given in verbal or written feedback according to the age and ability of the pupil	Class teachers/LSAs	All class teachers	Ongoing
	Tests are to be modified if necessary	Teacher	Class teachers	Ongoing
	Communication to parents with English as an additional	Translator and class teacher if appropriate	SLT	Ongoing

	<p>language may be in their mother tongue.</p> <p>Resources, including human resources, are to be deployed effectively to gain maximum benefit for the pupils e.g.-ALN children/EAL children</p> <p>Appropriate targets are to be set with each child in numeracy and literacy and reviewed regularly.</p> <p>Provide access to outside agencies and seek advice from outside agencies where needed</p>	<p>Teachers and LSAs</p> <p>Staff to use resources available in school effectively.</p> <p>Class teachers</p>	<p>SLT</p> <p>Class teacher/SLT/SENCO</p>	<p>Ongoing Literacy and numeracy targets reviewed termly and with parents at open evenings.</p> <p>IEP targets to be reviewed termly.</p> <p>SLT to monitor during work scrutiny and observations</p>
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BUILDINGS

Outcomes	Description of development actions	Resources required	Lead responsibility	Timescale
The school playground/outdoor apparatus will be audited regularly to ensure it is protected from damage and accessible to all	Care taker to provide appropriate on all children's outdoor play apparatus/resources in playground/resource bases.	Relevant repair materials	Care taker/SLT	Annually

<p>pupils on an ongoing basis.</p> <p>Steps will be taken to ensure school site is fully accessible to all pupils, parents, Governors, and other members of the community</p> <p>The school site complies with Health and Safety regulations at all times</p>	<p>Care taker to undertake rolling programme of refurbishment and repair on the school site to ensure accessibility to all</p> <p>See above</p>	<p>See above</p> <p>See above</p>	<p>SLT/caretaker/property & works</p> <p>SLT/caretaker/property & works</p>	<p>Ongoing</p> <p>Ongoing</p>
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