

Ffederasiwn Cwrt Henri, Ffairfach a Talylychau

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Assistant Headteachers – Mrs L Williams / Mrs A Morgan / Miss A Walker



Cynllun a polisi Hygyrchedd Accessibility Policy and Plan 2023-2025

Llofnod y Pennaeth /Headteachers signature: *S. Davies*

Llofnod Cadeirydd y Llywodraethwyr : *M. Charles*
Chair of governors signature

Dyddiad Adolygu / Review date – Haf / Summer 2025

POLICY

1. Introduction

This plan sets out the proposals of the Governing Body of the above federation to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act.

This plan supports the local authority's Single Education Plan, Accessibility Strategy and Inclusion Strategy.

It takes account of the fact that Carmarthenshire now has an integrated Education and Children's Service and is developing its capacity to deliver a single children's service plan through active partnership with its community.

2. Our Starting Point

- The vision, values and ethos of our school.
- The vision for our accessibility plan.
- The ambition we have for our disabled pupils.
- Our aim to remove barriers to enable access to all aspects of school life.

Currently, there are no pupils classified as disabled on the school register and there are no members of staff employed at the school who are disabled.

This is of course is a situation that could change and therefore this accessibility document aims to raise awareness on the matter of access to the disabled and the school's approach to accessibility to meet future needs.

3. Our approach to developing our plan

- We recognise that the duties within the plan need to be known and understood by all staff.
- We have involved all staff in contributing to and or commenting on the plan.
- We aim to ensure the plan is owned by all adults within the school.
- We have set out to be explicit about what the duties under the Disability Discrimination Act mean in this school.
- We recognise that every member of staff has a duty to remove barriers to learning for disabled pupils.

- We wish to involve disabled pupils and their parents and carers in our development and implementation and review of this plan.

4. The priorities of our vision

- At Ysgol Cwrt Henri, Ysgol Ffairfach and Ysgol Talylychau our first priority is to ensure that the schools could, with minor adaptations, be accessible to disabled pupils or to disabled adults.
- To raise the staffs awareness of our duties as schools under the Disability Discrimination Act.
- To ensure fairness for each child to reach his/her full potential

5. Our focus – upon all pupils with a disability and the accessibility of our school

- In order to address the issue of accessibility, the school focuses on all pupils including ALN/disability and assess their individual needs.
- Secondly, any young pre-school disabled pupils living within the catchment area of the school and likely to attend our school would be known to us through information from health and social care services, nursery schools and local knowledge.
- Thirdly, transition arrangements are effective when pupils move from Year 6 to Year 7 or to another school. Any information regarding the pupils is shared.

6. Our current strengths and needs as a school in working with disabled pupils

We believe that the following are strengths in relation to accessibility for all pupils:-

- Accessibility Plan was in place prior to this document.
- Accessibility Plan is discussed with all stakeholders.
- The Head and ALNCo discuss with new parents any requirements for their child.
- The level of understanding by the staff in relation to Disability Discrimination Act has increased.
- Each pupil is treated equally.

To further improve our strengths, we need to:-

- Continue to evaluate the suitability of the site, building and curriculum.
- Continue to train staff in further developments on accessibility.
- Provide further resources and knowing where to ask for advice e.g. large text print, ICT modifications

7. How our schools' organisation impacts upon disabled pupils

As a school, we will have to evaluate our school organisation and all our policies, practices, and procedures to assess how they impact on disabled pupils. This is particularly important in ensuring accessibility.

Policies that would certainly need evaluating would include:

- Equal Opportunity
- ALN Policy
- Anti bullying
- School trips
- Risk assessments
- Learning and teaching
- Timetabling
- Administration of medicines
- The physical environment of the school
- The curriculum
- The ways in which information is currently provided for disabled pupil

8. The outcomes for disabled pupils in our school

- As part of our self-evaluation policies and practices, where we analyse test results and teacher assessments for all our pupils, we would also evaluate all test results for disabled pupils. This would provide us with a picture of our strengths and weaknesses and allow us to put into practice some school improvement plans to improve the teaching and learning.
- Information on our disabled pupil's opportunity to access the curriculum would be available through classroom observation.
- Our disabled pupils' achievements in extra curricular activities would provide useful information on the success of our accessibility plan.

9. Our priorities for improving the information and data to support the accessibility plan

- Our aim is to ensure that we have detailed information and data held on each disabled child that will provide evidence of achievements and progress across a wide curriculum.
- An analysis of the information held on each child will assist planning for future development and ensure that all pupils have access to a wide curriculum.

10. The views of those consulted in the development of our plan

Our plan is informed by the views and aspirations of: -

- Our disabled children and young people
- The parents and of carers of our disabled pupils
- Other disabled people and voluntary organisations
- The priorities of the local authority

11. Our main priorities in our accessibility plan

- To raise the awareness of all members of staff of our duties under the Disability Discrimination Act.
- To provide wheelchair access to the school buildings.
- To ensure that there are adequate disabled toilet facilities within the school.
- To ensure disabled pupils have full access to the curriculum.
- To ensure that information is provided for disabled pupils that they are able to understand.

11.1 Increasing the extent to which disabled pupils can participate in our school curriculum.

We aim to ensure that disabled pupils have equal access to the subjects of the national curriculum and are able as far as possible to participate in the programmes of study.

Disabled pupils will be supported by Learning Support Assistants and provided with appropriate differentiated classroom tasks.

A child's disability will possibly need regular input from external teachers employed by the EA and external partners. These will play a vital role in increasing the extent to which disabled pupils can participate in the school curriculum.

Members of area teams

Advisers
Advisory teachers
Educational psychologists
Education Welfare Officers
Learning Support Officers

Specialist advisory teachers in:

Autism
Dyslexia

Speech, language and communication
Hearing impairment ICT
Visual impairment ICT
Mobility officers

Colleagues from health and social care including

Speech and language therapists
Occupational therapists
Physiotherapists
Community Paediatricians

We will aim where possible to pool our learning with our partner schools to be able to make greater gains and impact than if had we acted alone.

We recognise that disabled pupils have the right to access activities outside the formal taught curriculum including: -

- Recreation times
- Movement around the school
- Special events
- Extra curricular activities
- School trips

11.2 Increasing curriculum access:

We will ensure that every disabled pupil has access to the same wide curriculum that all other pupils enjoy.

Through close liaison with the EA support services and with the parents we will work in partnership to ensure that steps are taken to increase curriculum access. This will depend on the disability of the child.

e.g. it could be ensuring that a school computer and appropriate software is made available for use by a disabled child.

11.3 Improving the physical environment of the school to increase disabled pupils' opportunities to take advantage of education and associated services.

A great deal needs to be done to improve the physical environment of the schools for disabled pupils. At the same time, we acknowledge that we cannot do everything at once.

As there are no disabled pupils currently at the school, we must therefore focus upon meeting the accessibility needs of those pupils likely to come here over the next three years.

For this purpose, the Governing Body will have to address a number of issues including toileting, washing and changing; the provision of ramps and improvement to doorways; the provision of particular furniture and equipment to improve access.

We appreciate that we will achieve some improvements as we maintain the fabric of our schools and upgrade our facilities.

We recognise that the physical environment of our schools impacts differently upon different groups of disabled pupils. As we don't have disabled pupils currently on roll, we have set out to prioritise our approach to reflect the needs of our future pupils.

We can make low key adaptations from our own delegated budget including small improvements, but any major adaptations would have to be funded by the Local Authority.

Currently there are no plans or priorities for physical improvements to the school to increase access:

11.4 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

We recognise that a standard print format will not be accessible to all our pupils.

We appreciate the need to use the best medium possible to ensure our pupils can gain equal access to key information such as:-

Handouts
Timetables
Worksheets
Notices
Newsletters / Information about events

We aim to provide information in accessible formats e.g:-

- Providing simplified language versions for pupils with learning difficulties.
- Offering picture/symbol systems for pupils with language and communication difficulties.
- Using large print formats for pupils who experience difficulties with standard prints.
- Providing audio taped instructions for some pupils.

We appreciate that some pupils require specialised formats e.g., Braille. Where this is the case, we will link closely with the Carmarthenshire's Sensory Impaired Service to secure this format.

12. Turning our plan into practice

Our management, co-ordination, and implementation process

The Governing Body takes responsibility for the school accessibility plan and sets a clear direction for it.

We will monitor the progress of our plan annually and review and revise it every three years.

We will ensure that disabled pupils, their parents and carers, the staff, visiting professionals, and those from the voluntary sector can contribute to our review.

In terms of the evaluation of our plan and its impact we will invite colleagues from the local authority's Area Team to support us in the evaluation of our plan and play the role of the critical friend offering objective feedback.

We will expressly draw upon the views of the key stakeholders in our plan, and we will link this with our school performance data.

Clearly the Accessibility Plan does not stand alone, it is inextricably linked with our wider planning processes, namely our:-

- School Development Plan
- Continuous Professional Development /Training plan
- Inclusion Policy
- Asset Management Policy
- Health and Safety Policy

We recognise the need to ensure our plan takes account of the work of other services particularly the Health Service.

In terms of the detailed implementation of our plan we have set out this in a planning format on the next pages.

Making our plan available

We will make our plan available to anyone on request.

In striving to make our plan accessible we have tried to use plain language that is jargon free.

Review

This accessibility plan will be reviewed annually and updated to meet statutory requirements or in the light of a significant change in the number of disabled pupils at the school.

PLAN

Aim 1:- To increase the extent to which disabled pupils can participate in the school curriculum

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITIES	SUCCESS CRITERIA
To liaise with Cylch Meithrin providers and review potential intake each term	To identify pupils who may need additional or different provision	Termly	ALNCo	Procedures/equipment/ideas set in place at the beginning of each term
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	On-going	ALNCo HT	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families	On-going	All staff	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with on-going health needs e.g., asthma, epilepsy or mobility issues	To ensure collaboration between all key personnel	On-going	All staff	Clear collaborative working approach
To ensure full access to the curriculum for all children	Outside play visits, specialist advisory teachers, CPD for staff in :- differentiated curriculum; Taith 360 to assist in learning and assessing; multimedia activities; interactive ICT equipment; specific equipment sourced from OT	On-going	All staff	Advice taken and strategies evident in classroom practice
To finely review attainment of all ALN pupils	ALN meetings. Scrutiny of assessment system. Regular liaison with parents	Termly	Class teachers and ALNCo	Progress made towards targets Provision mapping shows clear steps and progress made
To promote involvement of disabled students and take account of learning styles when teaching	Within the curriculum the school aims to provide full access to all aspects of the curriculum by providing (if	On-going	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classroom Ensuring that the

	required) wheelchair access; screen magnifier; Elklan training; creating positive images of disability within the school			needs of all disabled pupils, parents and staff are represented within the school
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Aim 2:- To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITIES	SUCCESS CRITERIA
Ensuring all are involved in all aspects of school life	Create access plans for individual disabled children as part of IDP process (if required)	Constantly reviewed	All staff	Needs are met
To ensure that the medical need of each pupil is met within the capability of the school and ensure a detailed care plan is put in place	To conduct parent interviews, liaise with external agencies, identifying training, establish individual protocols where needed	Constantly reviewed	HT/ALNCo School nurse OT	Needs are met
Ensuring disabled parents have every opportunity to be involved	Utilise e.g. parking spaces, interpreters, offer telephone services where letters are not effective	Constantly reviewed	Whole school team	No discrimination against parents and are encouraged to take interest and be involved in their child's education
Continue to develop playgrounds and facilities	Research in possible funding opportunities	On-going	NTS	Inclusive child-friendly play areas
Ensure paths are as safe as possible	Questionnaires for parents/governors	On-going	SMT	No accidents
To maintain accreditation of Healthy Schools award	Work closely with the Healthy Schools advisor	On-going	Healthy schools working group	Achievement awards

Aim 3:- To improve the delivery of information to disabled pupils and parents.

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITIES	SUCCESS CRITERIA
To ensure all pupils of all ability have access to the curriculum	Various teaching and learning strategies	On-going	ALNCo All staff	All pupils access a wide and varied curriculum
To review pupils' records ensuring school's awareness of	Information collected about new children;	Termly	All staff	All staff aware and catering for pupils' individual needs

any disabilities	noted on Teacher Centre and records passed to each class teacher; annual reviews; IEP meetings; medical forms updated			
In school record system to be reviewed and improved where necessary Teacher Centre	Record keeping to be updated and reviewed	Continual review and improvement	HT ALNCo SLT	Effective communication of information about disabilities throughout school