



**Ysgol Gynradd Llanmartin
Primary School**

Accessibility Policy and Plan

The school recognises the duties placed upon it by the SEN and Disability Act 2001 in relation to disabled pupils and prospective pupils. It actively seeks not to treat disabled pupils less favourably and takes reasonable steps to avoid putting them at a substantial disadvantage.

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.’

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Additional provision under the new Equality Act 2010 was introduced in September 2012, and relates to the requirement for schools to provide Auxiliary Aids for disabled pupils subject to the Reasonable Adjustment duty.

In order to achieve our aims and support our inclusion principles, our school will focus holistically on:

- Access to Curriculum
- Access to Environment
- Engagement with children, young people, and their parents/carers
- Access to Information

Key Objective

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

Principles

The school recognises its duty under the DDA

- 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

In addition

- 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 respect 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; and endorses the key principles in the National 2008 Curriculum and more recently its approach towards the curriculum

for Wales and the Donaldson (Foundation Phase and Key Stage 2) which underpin the development of a more inclusive curriculum;

- the school sets suitable learning challenges and responds to pupils' diverse needs

Current provision

Building Access

- All classrooms have wheelchair access from the outside with a small step to each classroom in our Upper School area.
- Toilet facilities for the disabled are located in the Lower School corridor although access to this would need to be through the old school entrance due to steps in the Lower School corridor. There is a disabled toilet for pupils in the girl's and boy's toilets in the Upper School
- Low level sinks are also available in the Lower School
- Disabled parking is marked within the school staff car park
- All our pupils with restricted mobility are able to access all outdoor provision

Curricular Provision

- The school endeavours to ensure that all pupils, including those with disabilities, have access to the full range of curricular activities.
- The school employs, when required, additional Teaching Assistants (TAs) for children with disabilities and if necessary in accordance with their statement.
- There are a number of permanently employed Teaching Assistants who provide support for children with a variety of needs.
- A range of specialist equipment is provided on the advice of external agencies to help disabled pupils to participate in lesson activities.
- Venues for educational visits are carefully chosen to ensure that there is access for disabled pupils, with TAs assigned to accompany them.
- Risk assessments are carried out for each disabled child on their entry to school. These ensure that the child has full access to classroom activities and lessons. These are undertaken with the advice of external agencies such as occupational therapists and the building works department.

General Provision

The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities. In addition to those described above, children with disabilities are always included in activities such as school assembly when wheelchair space, specially adapted chairs, individual support, etc., is provided.

Teachers organise their classrooms to ensure that they are accessible to all. In this way pathways around classroom furniture enable wheelchair access and class floor areas are large enough for children to work

on if in plaster casts. Within the school there are a variety of height tables/ chairs that can be used to enable children to work at the required height. The advice of the Occupational Health Service is sought when considering appropriate classroom furniture.

Staff training/Development

The training/development needs of staff are identified and provided for as part of the school's on-going staff development. In relation to those staff who work closely with pupils with disabilities, particularly Teaching Assistants, a range of training has been provided over the last few years, including, that in manual handling and First Aid. In addition, we provide training for using EpiPen's and monitoring diabetes (when needed).

In addition, the school works closely with and utilises the specialist services and expertise of external agencies, to help to ensure that disabled pupils are able to access the curriculum, e.g. Visual/Hearing Impairment, Language/Speech Therapy etc.

Pupil engagement and consultation

School ensures that all pupils are involved and consulted on matters and decisions which will affect them in various ways such as:

- Pupil Influence/ Voice in curriculum design
- Pupil questionnaire
- School Council
- Eco Committee

Equality Statement

We seek to remove barriers to learning with imaginative curriculum delivery that will use the best of innovative educational practice and enterprise to transform learning and teaching. We seek to provide an inspirational learning environment based on a personalised style of learning. Learning is at our core and we believe it will broaden horizons, raise aspirations and enhance students' self-confidence as successful learners, both now and in the future. Students will have every opportunity to achieve standards that match their potential and to gain successes as effective lifelong learners.

We are committed to equality of opportunity and access for all our learners and to eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equalities Act 2010. We further recognise the 9 protected characteristics as detailed in the Act. We will advance equality of opportunity between all learners and foster good relationships between all our learners and our stakeholders.

This policy works in conjunction with other policies and plans including our Equalities Plan, Equal Opportunities Policy and ALN Policy.

Review Date: December 2024

Accessibility Plan

Curriculum access

Access to the curriculum	Current situation/Issues to address	Actions / solutions	Time Scale	Impact / Evaluation
Attendance	Ensure that attendance for pupils with disabilities is monitored and issues addressed with parents and Education Welfare Officer	Termly monitoring of attendance for pupils with disabilities.	September - July	
School organisation	Broad, balanced curriculum in place. Plans for implementing the new curriculum are being discussed and will be agreed with all staff to ensure implementation. Monitor provision against needs, progress and standards achieved.	Classrooms allow best access for disabled child/space or resources.	September 2023 – July 2024	
Classroom organisation	Pupils need to be grouped effectively to enable pupils with a disability to work with their peers successfully.	Staff to group pupils effectively to allow access to the curriculum and collaboration effectively.	Review Termly	
Support for pupils	Parents of pupils with difficulties are encouraged to visit the school before admission, detailed reviews and plans drawn up prior to entry ALN team receive specialist advise and support from specialist	Continue to arrange meetings and making pre-visits Advice and support from specialist teachers and other professionals when needed. ALNCo arranges programme of	On admission When needed throughout the school	

	<p>teachers and other professionals</p> <p>TA support in class and playgrounds are carefully timetabled</p> <p>Pupils receive a mix of in class support and withdrawal</p> <p>Support required at lunchtime</p>	<p>learning and training to increase expertise for all staff e.g Autism Awareness</p> <p>Continue to ensure appropriate differentiated experiences for all pupils so that individual pupils needs are met</p> <p>ALNCo will provide bespoke training to all school staff to ensure they have skills base to meet pupils' needs</p> <p>Timetabled lunchtime provision to support pupils with specific needs.</p>	<p>year</p> <p>When appropriate to pupil's needs</p> <p>Timetables reviewed as required</p>	
<p>Identification of pupils with Additional Learning Needs</p>	<p>ALN register of children (updated regularly). Monitored, reviewed and adapted throughout year</p> <p>Class register of pupils needs – One Page Profiles (OPP) and IDPs updated</p> <p>Regular meetings with ALN team, headteacher and class teachers to evaluate progress</p> <p>Use pupil progress meetings to improve understanding of attainment and to set targets</p>	<p>Continue monitoring and evaluation -</p> <p>Provision mapping to be updated termly</p> <p>Ensure specialist services are sought where required</p> <p>Monitor, review and adapt IDPs and OPP throughout the year</p> <p>ALN register to be shared with all class teachers</p>	<p>On-going September - July</p>	
<p>Tracking pupils</p>	<p>All pupils to be included in Target</p>	<p>Child friendly IDPs and OPP's to be</p>	<p>Procedural</p>	

	<p>Setting in September – reviewed termly</p> <p>Annual reviews for statemented pupils</p> <p>LA tracking of ALN children</p> <p>National testing (Reading, Procedural and Reasoning tests online) - Year 2 to Year 6</p> <p>Pupil Progress meetings (teacher and child, then HT/DHT and teacher)</p>	<p>introduced Individual tracking of pupils</p> <p>School follows disapplication arrangements for pupils who can't access national tests.</p> <p>Access arrangements are followed to allow pupils with disabilities to access national Testing</p>	<p>test – September 2023</p> <p>Reading Test – January 2024</p> <p>Reasoning Test – May 2024</p> <p>Classteacher to decide which pupil will be disapplied and inform HT</p>	
<p>Planning for children with disabilities</p>	<p>ALNCo and Headteacher to meet with parents as early as possible.</p> <p>Maintain close liaison with previous school series of pre-admission meetings arranged with all professionals and parents.</p> <p>Regular cross professional meetings when necessary to monitor progress and any issues.</p> <p>Arrange specialist training as appropriate.</p> <p>Health care plans in place. List of</p>	<p>ALNCo to chase records of new pupils</p> <p>Ensure all staff know the specific needs of the children in their care</p> <p>Staff trained for pupil needs as required e.g. Wheel Chair, Handling Courses etc. as required.</p> <p>Manual Handling training takes place every three years.</p> <p>ALNCo to make sure Health Plans</p>	<p>On-going Reviewed on a regular basis</p> <p>September – July each year or when appropriate if in year transfer of pupil</p>	

	children with medical needs available for all staff.	are drawn up		
Educational excursions for pupils with disabilities	ALNCo to liaise with the LA to secure appropriate transport for any wheelchair bound pupil –this will ensure that they can participate fully in all learning experiences	Ongoing and as pupil roll changes <i>*Please note that the needs of pupils will be considered on an individual basis.</i>	On-going Termly	
Planning for children with disabilities	Class teachers to involve ALNCo at early stage when planning class trips Head and ALNCo and phase leader to look at each individual case. Seek specialist advice Liaise with parent all through the process. Teachers and support staff receive appropriate training to ensure they have the skills and confidence to manage pupils' needs	Residential trips to be made available to pupils with disabilities. Risk assessments to be created prior to trips to ensure safety and well-being.	On-going Termly	
Ensure accessibility is discussed on a regular basis	Agenda item at Health & Safety and Premises Governors Committee meetings	As per Annual Review Schedule	On-going Termly	

Improving the physical environment for disabled pupils, parents and visitors

What is impairing access?	Location	Actions/solutions	Timescale	Impact/Evaluation
Steps within the corridors	All school corridors	Plan to provide a moveable ramp for the stairs to provide wheelchair access without having to go around the outside of the building – get a quote to complete job and add to building improvement schedule	July 2024	
Steps in to each classroom	All classroom emergency doors and cloakroom	Plan to change step to a ramp to provided wheelchair access to the outside from each classroom and the cloakroom – get a quote to complete job and add to building improvement schedule	July 2024	
Steps to the Lower School Playground are not visible to visually impaired pupils	Steps to be painted with a yellow line annually	Caretaker to paint yellow lines on steps annually. Ensure that Upper School playground is painted accordingly.	September – July (Annually)	
Fire Evacuation Plan/Emergency Plan to be revised according to disabilities in school	All areas of school.	Audit disabilities termly to ensure that Fire Evacuation Plans and Emergency Evacuation Plans support the safety of all pupils. If required individual plans to be created for safe evacuation.	September – July (Annually)	

Improving the information to disabled pupils and parents

What information?	Current process	Actions/ solution	Time scale	Impact/Evaluation
Information on everyday events in school	<p>Information goes out via Newsletters using SeeSaw to all parents</p> <p>Key information and reminders via Seesaw.</p> <p>School Twitter account gives 'information stream'</p>	<p>Develop staff and pupil skills to ensure Website contains more relevant information and copies of newsletters</p> <p>Request for information concerning needs of any parents/visitors to school added to newsletters</p> <p>Ascertain the need among parents/carers whether information is required in alternative formats</p>	September 2023 ongoing	
Annual report to parents	<p>Seesaw message to raise awareness of reports being sent home with pupils</p> <p>Hard copy available at main office.</p> <p>Available on the website.</p>	<p>Teachers aware of which parents need verbal reminders. Translation offered to parents if difficulty</p> <p>Ascertain the need among parents/carers whether information is required in alternative formats</p> <p>Large print available on request.</p>	Annually- Autumn term	
School Prospectus	<p>Offered to new Parents given in person where visiting school</p> <p>Copies available to anyone on request</p> <p>Available on school website</p>	<p>Prospectus updated annually in June</p> <p>Ascertain the need among parents/carers whether information is required in alternative formats</p> <p>Large print available on request</p>	Reviewed Annually in July and updated throughout the school year	

<p>New pupil / parent with disability</p>	<p>Early contact requested liaison with Headteacher and ALNCo, Education psychologist specialist teachers or other professionals involved early for planning</p>	<p>Liaison with LA whenever disabled pupil seeks admission Headteacher to discuss specific access issues with disabled parent</p> <p>Amend Home School Agreements to include information on disabilities & accessibility</p>	<p>When required</p>	
<p>Emotional and Well-being support may be required for vulnerable adults and pupils</p>	<p>Families First services to be made available to pupils and parents on request</p> <p>MARF to be completed on getting advice from SS and LA Safeguarding Officer</p> <p>Pupils to be referred for School based counselling to support with well-being</p>	<p>School refer to the correct support agency i.e. SPACE, School based counselling, Social Services, Family 1st</p> <p>School to complete MARF</p>	<p>September 2021 ongoing</p>	