

Accessibility Plan

Ysgol Hafodwenog



2024 – 2027

- **Introduction**

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

This plan takes cognoscente of 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.

- **Our starting point**

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

- **Out approach to developing our plan**

- We recognize 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 duties under the DDA mean in this school.
- We recognize that every member of staff has a duty to remove barriers to learning for pupils with disabilities.
- We wish to involve pupils with disabilities and their parents and carers in our development and implementation and review of this plan.

- **The priorities of our vision**

The Disability Discrimination Act is defined as follows:-

'A physical or mental impairment, which has a long term and significant effect on one's ability to carry out common day to day tasks.'

We often recognise the needs of pupils with physical difficulties. We are likely to very observant of such pupils with obvious learning difficulties.

However, it is very probable that we will need to take the time to understand the needs of pupils who have for e.g. visual or auditory impairments. There are a number of other conditions which are less evident, such as:-

- Dyslexia
- Speech and language difficulties
- Communication difficulties
- ADHD
- ASD

- Mental Health difficulties, etc.

Aims and Objectives of the School in effecting the Disability Plan:

Our aim is to provide a happy environment in order to promote pupils' spiritual, moral, cultural and physical development.

It is our intention to introduce a wide and balanced variety of educational activities and experiences for all pupils in order to ensure their development as independent and responsible individuals.

Our aim is to provide a broad and balanced curriculum for all our pupils, whatever their ability.

It is our intention to ensure equal opportunity for all pupils, regardless of age, ability, gender, nationality or background.

Our aim is to ensure that all pupils maximise their potential in full during their time at our school.

We work to ensure that our expectations, attitudes and methods – in particular those associated with gender – do not impede any child from fulfilling his/her full potential.

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

It is not the condition itself but its effect on activities from 'day to day' which defines whether or not a child meets criteria. Does the child's condition affect:

- ❖ Mobility?
- ❖ Physical ability?
- ❖ Physical co-ordination?
- ❖ Restraint?
- ❖ Ability to get up, lift or move everyday objects?
- ❖ Speech?
- ❖ Learning?
- ❖ Sight?
- ❖ Hearing?
- ❖ Memory?
- ❖ Ability to concentrate, learn or understand?
- ❖ Awareness of risk or physical danger?
- ❖ Ability to interact with peers?

If the disability is substantial and has a long term effect on the child's ability to undertake the above, it is therefore possible that this refers to a disability.

In this respect, long term means more than 12 months and substantial means more than minor, low level.

Our understanding of:

- Pupil profiles in our school which meet disability criteria:

Disability	Number of Pupils	Adaptations	Entry Profile – next 3 years
Mobility			
Physical ability			
Physical co-ordination			
Restraint			
Ability to get up, lift or move everyday objects			
Speech			
Hearing			
Sight			
Memory			
Ability to concentrate, learn or understand	1	32.5 one to one support	
Awareness of risk or physical danger			
Ability to interact with peers			

- **Our current strengths and needs as a school in working with pupils with disabilities.**
 - By now, the school building is accessible to cater for the vast majority of disabilities.
 - Staff understanding of their duties under the Disability Discrimination Act is of high calibre and leadership and support at County level is clear.
 - No pupils have not been admitted to the school on the basis of their disability in the past.
 - Pupil attendance is school is good.
 - No curricular area is restricted in enabling access to pupils.
 - There are no exclusions on opportunities offered to pupils with disabilities when participating in the school's wider curriculum.
 - The engagement of our pupils with disabilities in off-site activities.
- **How our school's organisation impacts upon pupils with disabilities, for example, in terms of our Policies, procedures and practices on:**
 - Anti-bullying
 - School visits: ensuring that any member of staff who cannot walk great distances are included in visits and that other members of staff are available to ensure safety of pupils when such situations arise
 - 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 pupils with disabilities.
- Other.

- **The outcomes for pupils with disabilities in our school.**

We need to ensure that we analyse the results and performance of our pupils with disabilities in order to recognise patterns and tendencies and to plan in order to avoid discrimination on the basis of disability.

- Our detailed analysis of data results:
 - End of Key Stage Results
 - Standardised test results.
- Information on our pupils with disabilities' opportunity to access the curriculum. (From classroom observation).
- Our pupils with disabilities' achievements in extra-curricular activities.

- **Our priorities for improving the information and data to support the accessibility plan**

Working in partnership with other schools in our family of schools in order to further develop our ability to respond and work on the basis of need for pupils with similar needs in the future.

Participate in training which will improve our ability and knowledge of matters relating to disabilities.

- **The views of those consulted in the development of our plan**

Our plan is informed by the views and aspirations of:

- Our children and young people with disabilities (if/when relevant)
- The parents and carers of our pupils with disabilities (if/when relevant)
- Other people with disabilities and voluntary organisations
- The priorities of the local authority.

Our priorities in respect of consultation on the plan have been:

- **Our main priorities in our accessibility plan**

11.1 Increasing the extent to which pupils with disabilities can participate on our school Curriculum

We recognise that curriculum development work is very intensive. We are therefore planning the developments outlined below over the lifetime of the plan. We aim to focus on key areas of the curriculum:

- Dyslexia – further develop expertise within the school
- ADHD
- Speech and language
- Ensure that the school building is completely suited for any pupils with disability, e.g. wheelchair, Downs Syndrome.

These developments reflect our wider school improvement priorities and are led by those with the relevant specialist curricular expertise, other schools, including:

- Eleri Duffy
- Carol James
- County Educational Psychologist
- Additional Learning Needs Manager (LA)
- LA Inclusion Officers

Our aim is to pool our learning with our partner schools in order to be able to make greater gains and impact than if we had acted alone.

We draw on a range of external partners to assist us in our approach, namely:

- Members of area teams
 - Advisors
 - Advisory Teachers
 - Educational Psychologists
 - Education Welfare Officers
 - Learning Support Officers
- Specialist Advisory Teachers in:
 - Inclusion
 - Autism
 - Dyslexia
 - Speech, Language and Communication
 - Hearing Impairment ICT
 - Visual Impairment ICT
 - Mobility Officers
 - Downs Syndrome
- Colleagues from Health and Social Care, including:
 - Speech and language therapists
 - Occupational therapists
 - Physiotherapists
 - Community Paediatricians

We recognise that pupils with disabilities have the right to access activities outside the formal taught curriculum, including:

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

11.2 Our priorities for increasing curricular access are:

- Ease of movement around the school
- Ensuring full access to all school activities
- Ensuring that extra-curricular visits are accessible to all.

Each of these will be the subject of a detailed action plan.

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

We recognise, that whilst we have achieved a great deal, a need will arise when we will need to respond to a request for the admission of a pupil with specific needs. Our aim is to plan for this in good time with our partners, so that the required provision is in place by the time that the child has access, e.g. Downs Syndrome, working in partnership with Access to Education (Cylch Meithrin).

We recognise that the physical environment of our school physically impacts differently upon different groups of pupils with disabilities. Our aim is to prioritise our approach to reflect the needs of our current and future pupils.

We can make low key adaptations from our own delegated budget, including small improvements.

Our priorities for physical improvements to the school to increase access are:

- See above.

11.4 Improving the delivery to pupils with disabilities of information which 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
- 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 Carmarthenshire's Impaired Service to secure this format.

Our priorities in providing information for pupils with disabilities:

Recognising the needs, receiving specialist advice if required, and implementing immediately.

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 pupils with disabilities, 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 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
- CPD Plan
- Inclusion and Equality Policies
- Additional Learning Needs 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 Health.

Making our Plan available

We will make our plan available to anyone on request.

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

ACCESSIBILITY PLAN – ACTIONS 2022-2025

			Resources			
Priority	Led by	Timescale	Human	Financial	Expected Outcomes	Date of Review
Monitoring the progress of pupils with disability needs	Headteacher Class-teachers ALNCO Teaching Assistants	Contiunous	√	No additional cost	Pupils attain their expected level at the end of the relevant key stage.	Autumn Term 2026
Caring for bodily needs (toileting) of specific pupils	Headteacher Class-teachers ALNCO Teaching Assistants	Continuous	√	No costs	That the school addresses the bodily needs of these pupils	Autumn Term 2026
Improve speech of specific pupils across the school via CHATT. Implement programmes and strategies.	Headteacher Class-teachers ALNCO Teaching Assistants	Continuous	√	No additional costs	Reduction in number of pupils receiving input from speech and language therapist and on CHATT programme	Autumn Term 2026
Rearranges class/learning areas for pupils with disabilities on the basis of need, in order to ensure that the best possible space is created to enable effective movement of every pupil and adult.	Headteacher Class-teachers ALNCO Teaching Assistants	Continuous	√	No cost	The best possible space has been created and arranged i order to ensure effective movement of every pupils and adult.	Autumn Term 2026