



## Cilffriw Primary School

# Accessibility Policy and Plan

Reviewed on:	19/9/23
Signed by Headteacher:	<i>M. Quin</i>
Signed by Chair of Governors:	<i>C. Storey</i>
Date of next review:	September 2024

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# Cilffriw Primary School



## POLICY and PLAN FOR ACCESSIBILITY

### **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 2005, as amended by the SEN and Disability Act (SENDA) 2001. It draws on the guidance set out in Planning to Increase Access to Schools for Disabled Pupils (2003), issued by the Department for Training and Education, Welsh Assembly Government.

The school actively seeks not to treat disabled pupils less favourably and takes reasonable steps to avoid putting them at a substantial disadvantage. The plan and design of the school has taken into account current legislation and fully recognises the need for access to all.

### **Definition of Disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or 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 ALN Policy. The School recognises its duty under the DDA (as amended by the SENDA):

1. not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services,
2. not to treat disabled pupils less favourably than others,

3. to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage,
4. to publish an Accessibility Plan,
5. in performing their duties, Governors and Staff will have regard to the Disability Rights Commission Code of Practice (2002),
6. 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,
7. 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 which underpin the development of a more inclusive curriculum. This involves setting suitable learning challenges, responding to pupils' diverse learning needs, and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

**In order to achieve the Key Objective above, this School undertakes the following main activities:**

**1. Education & Related Activities**

The school will continue to seek and follow the advice of LEA Services, such as specialist and SEN Support Teacher Advisers and of appropriate Health Professionals.

**2. 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 more accessible facilities and fittings.

**3. Provision of Information**

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

#### 4. Current Provision Building Access

Due to the nature of the building with its stairs and lack of room for a lift to be installed, there is very restricted access to wheelchairs. Disabled access to the school is limited as all entrances are down flights of external steps. The hall is wheelchair accessible, but there are internal stairs from the hall to other rooms. There are limited reasonable adjustments that could be made to improve access for wheelchair users.

#### 5. 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 for children with disabilities. There is a range of specialist equipment 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 Teaching Assistants assigned to accompany them. Risk assessments are carried out for each disabled child on their entry to school. These will ensure that the child has full access to classroom activities and lessons.

#### 6. 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 specially adapted chairs, digital microphones or individual support is provided. Teachers organise their classrooms to ensure that they are accessible to all. Within the school there are a variety of height tables and 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.

#### 7. Staff Training & Development

The training & development needs of staff are identified and provided for as part of the school's Professional Learning and Development. In relation to those staff who work closely with pupils with disabilities, particularly Teaching Assistants, a range of training will be provided. 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 and Speech & Language Therapy.

## 8. Equal Opportunities

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.

## Action Plan 2023 - 2025

All actions in the plan are ongoing and responsive to the needs of our pupils.

Action	Strategies	Person responsible	Impact
Ensure classroom staff have specific training on disability issues	Epilepsy training Diabetes training Epipen training Team Teach training Speech and language training ASD training Visual Impairment training Hearing Impairment training ELSA training	SLT and ALNCo	Staff will be well trained and knowledgeable, and able to fully support all pupils equally, and will be able to identify and use supportive resources, including ICT.
Ensure all staff provide curriculum access to all pupils.	Information sharing with all agencies involved with child	SLT and ALNCo	All staff aware of needs of individual pupils.
Include a range of experiences across the curriculum that challenges	Curriculum planning Choice of concept (e.g. belonging) Assemblies and school visitors.	All staff	Pupils will participate in experiences that develop understanding

discrimination and negative perception.			and acceptance of disabilities.  Tolerance will be embedded in the ethos of the school, and there will be reduced discrimination or stereotypical perceptions.
Education visits to be accessible to all.	Choose appropriate venues and risk assess to ensure they are accessible to all.	Class teachers	All pupils will have equal access to educational visits.
PE curriculum will be accessible to all.	Ensure curriculum is tailored to needs of all pupils as required.	Class teacher PE coordinator	All pupils will have equal access to PE lessons and experiences.
Provide support to Young Carers	Work with LEA representatives to help young carers to access support. Celebrate Young Carers in assemblies (anonymously).	ALNCo SLT	Young Carers will be identified and supported, and celebrated.
Provide support to bereaved pupils.	Internal support from ELSA, nurture and staff trained to support pupils in bereavement. Support to be sought from Wellbeing Team and LEA.	SLT ALNCo	Bereaved pupils will be identified and supported.
Ensure school is aware of access needs of disabled pupils, staff,	Use the hall fire exit as an entryway for anyone with physical disabilities.	SLT ALNCo	Disabled access to the hall and nursery can be provided for

governors, parent/carers and visitors	Access plans for pupils with mobility or visual disabilities, to support them as they move around the school.		anyone with physical disabilities.
Ensure building and site are suitable for pupils with visual difficulties.	Steps and stairs to have contrasting and bright edges.	SLT	Pupils with visual impairment will be able to navigate the stairs safely.
Ensure that all written activities are accessible to pupils with visual impairment.	Large print Sloping desk for written work Touch typing TA support to help with following written instructions Use of ICT devices Involvement with specialist teachers in VI team.	SLT ALNCo	Pupils with visual impairment will be able to access printed work, and have support with writing (or typing as appropriate).