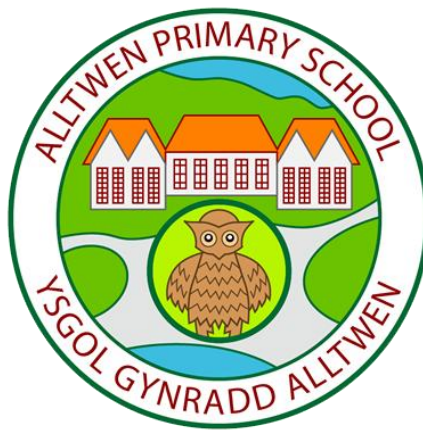


Alltwen Primary School
Accessibility Plan
2026 – 2029



Section 1

Introduction

This accessibility plan sets out the approach that the Governing Body of Alltwen Primary School is taking to increase access to education for disabled children and young people, so that they can benefit from educational provision to the same extent to that of children without disabilities (Welsh Government Guidance 2018).

Our school is committed to being inclusive for all pupils, staff, and parents. We work actively to remove any barriers that might hinder or exclude individuals or groups from fully participating in learning. This means that every child, including those with disabilities, should have equal opportunities to succeed.

Our Accessibility Plan outlines the necessary changes to our buildings and other aspects of the school to meet legal requirements and eliminate barriers to inclusion for all pupils and staff with disabilities.

We ensure that all staff are fully aware of and understand their specific responsibilities under the Accessibility Plan, as it is essential that every individual in our school community is equipped to contribute to fostering an inclusive environment. Regular training sessions and clear communication channels help to keep staff up to date with the goals and requirements outlined in the plan, ensuring it is actively implemented across all areas of the school.

Our goal is for the Accessibility Plan to be embraced by every adult within the school, not just as a document, but as a shared commitment to inclusion. This means that all staff members understand the importance of creating an accessible, welcoming environment and are motivated to take an active role in removing barriers for disabled pupils and ensuring equal opportunities for all.

Legislative Framework

The Equality Act (2010) has introduced a single Public Sector Equality Duty (PSED) that applies to public bodies, including maintained schools and funded non-maintained settings. This extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership and gender reassignment.

In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

In fulfilling these duties, LA's and schools have a duty to prepare Accessibility Strategies and Plans respectively as specified in Schedule 10 of the Equality Act for children and young people with disabilities.

Schedule 10 states:

An accessibility strategy is a strategy for, over a prescribed period

- a) Increasing the extent to which disabled pupils can participate in the schools' curriculums;
- b) Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
- c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Definition of Disability

The term 'pupil' means a child or young person of any age for who education is, or is required to be, provided.

In accordance with section 6 of the Equality Act (2010), a person (P) is disabled if:

- a) P has a physical or mental impairment, **and**
- b) The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day to day activities.

The definition of disability covers physical impairments, which include mobility and sensory impairments. It also covers mental impairments which include learning difficulties and any impairment resulting from mental illness. In the latter case, the mental illness need not be 'clinically well-recognised' but it must still have a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities. Cancer, human immunodeficiency virus (HIV) infection and multiple sclerosis are deemed to be disabilities, as is severe disfigurement (Equality Act, Schedule 1, paragraphs 3 and 6).

Disability also covers those with a progressive condition, such as muscular dystrophy, which leads to a person having an impairment which will in the future have a substantial adverse effect on the person's ability to carry out normal day to day activities (Equality Act, Schedule 1, paragraph 8).

The effect of the impairment must be substantial, and it must have an adverse effect which is greater than having a minor impact. This is because having an impairment does not in itself mean that a person is disabled by it.

Reasonable Adjustments

Schools have a duty to provide reasonable adjustments for disabled pupils. This duty requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school and enjoy the other benefits, facilities and services which the school provides.

School Context

Alltwn Primary School currently has 205 pupils on roll. There are 8 classes.

The school building is 122 years old. Alltwn Primary School is situated in a small village within the Swansea Valley and caters for children from three to eleven years old, in the county borough of Neath Port Talbot. It is a local authority maintained school designated as a 'Community School'. It is situated close to the town of Pontardawe. The school was built in 1903 and celebrated its centenary in 2003. Initially it was built as a junior school and then amalgamated with the Infants school to create a primary school on this site. In order to ensure there was enough accommodation three demountable buildings were built in the school yard. The school was due to close on the 31st August 2024 and merge with two other local primary schools in a new build school, near to Cwmtawe Comprehensive School. Therefore, all maintenance and repair work was halted from September 2017. However, the school merge did not take place and there is a backlog of maintenance and repair work that needs to be completed on a rolling programme over the next ten years. The double-demountable building was extended in 2003 in order that our Early Years classes could be adequately accommodated. We have the privilege of housing a childcare facility (Hoots) for children aged from two years old in a second demountable building. This facility is managed

privately and employs its own body of care workers. The facility is used by some of our morning nursery pupils as a wraparound facility. As well as the afternoon childcare, HOOT's also facilitate an after-school childcare facility. Our school hall is found at the heart of the main building and is not only used for assemblies, PE, drama and music but we also have a breakfast club between 8.10am and 8.40am and use it as a dining hall from 12.00pm to 1.00pm. The school has three designated yards, a large playing field and a woodland area. We have a targeted plan for developing the grounds, and for utilising the space we have to enhance teaching.

Our school draws in pupils from a wide catchment, covering not only the village of Alltwen but partly the town of Pontardawe, and is the designated English Medium school for the area of Trebanos (a free bus is provided for these pupils). The immediate vicinity of the school has a mix of privately owned and some housing association homes. According to the Welsh Index of Multiple Deprivation (WIMD), Alltwen ranks 1343 of 1917 LSOA's in Wales and is the 73rd most deprived constituency in Neath Port Talbot (out of 90).

The Valley has a strong cultural Welsh tradition. A small percentage of our children come from homes where their parents and/or grandparents speak Welsh. The vast majority of pupils come from homes where English is the main language and a small minority of pupils come from ethnic backgrounds where they are bilingual. All our pupils transfer to Cwmtawe Community School.

Section 2

Approach to developing the plan

For the development of this plan we consulted a range of stakeholders to ensure that we captured the issues that mattered most. The stakeholders included:

- Pupils
- Parents
- Staff
- Governors
- Professionals who deliver sessions in the school

Summary of consultation

The school demonstrates a strong commitment to inclusion and to meeting its duties under the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code. Reasonable adjustments are made in a timely and effective manner to ensure that pupils with additional learning needs can access learning and participate in school life. Staff have a secure understanding of individual pupil needs, informed by a robust knowledge of learners and supported by ongoing, relevant professional learning. The school works in effective partnership with parents and carers, maintaining clear and purposeful

communication to support person-centred planning and positive outcomes for pupils with ALN.

'Thank you for allowing a place for him to him'

Quote from parent

The school will further develop its provision by establishing a designated space to support sensory regulation for pupils with additional learning needs. There is a need to increase opportunities for pupils with ALN to participate fully in extra-curricular activities, ensuring equitable access to wider school experiences. The school will also prioritise the identification and allocation of appropriate resources to strengthen provision and support the effective implementation of these developments.

Section 3

Increasing the extent to which disabled pupils can participate in the schools' curriculum.

Priority	Impact	Cost	Timescale
To implement Zones of Regulation training across the school as a strategy for pupils to use when dis-regulated.	High	Low	Short

Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools.

Priority	Impact	Cost	Timescale
To develop a sensory room for pupils to access to support regulation.	High	High	Short

Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Priority	Impact	Cost	Timescale
To ensure that visual timetables, signs and symbols, resource labelling and key	High	Low	Short

information is used effectively in all classrooms to support pupil independence and learning.			
---	--	--	--

Monitoring, review and evaluation arrangements

Progress will be monitored annually by designated governors and staff. The plan will be renewed on a 3-year cycle.