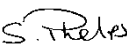




## Accessibility Policy & Plan 2023 – 2026

<i>Initiated by:</i>	<i>SMT</i>
<i>Approved by:</i>	<i>Governors/SMT</i>
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<i>Distribution:</i>	<i>SMT/TLR's/All relevant staff</i>

Signed:  Chair of Governors

Signed:  Headteacher

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## **Vision statement**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against a pupil because of sex, race, disability, religion or sexual orientation'.

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities

The accessibility Plan is listed as a statutory document for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. At Ysgol Hen Felin, the 'plan' will be accounted for within the school Improvement Plan, monitored by the Headteacher and evaluated by the relevant Governor's committee. The current 'Plan' will be appended to this document.

At Ysgol Hen Felin we are committed to working together to provide an inspirational and exciting learning environment where all children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will also be used to advise other school planning documents and policies, it will be reported upon regularly in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The access Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular schedule 10 regarding the Accessibility), as well as advise upon compliance with that duty.

Ysgol Hen Felin is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 regarding disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff, and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The accessibility plan contains relevant and timely actions to:

- 1) Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as

are the able-bodied pupils; these covers 'teaching and learning' and wider curriculum of the school (e.g. participation in activities, cultural activities or school visits). Also, the provision of specialists or auxiliary aids/equipment (e.g. sensory regulation aids) which may assist pupils in accessing the curriculum within a reasonable timeframe;

- 2) Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- 3) Improve the delivery of written information to pupils, staff, parents, and visitors with disabilities; examples might include hand-outs, timetables, books and information about the school, school events; the information should be made available in various preferred formats within a reasonable timeframe

The Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies, and documents:

- Behaviour management policy
- Curriculum policy
- Critical incident plan
- Equal opportunities policy
- Health & safety policy
- School Improvement Plan
- Special Educational Needs policy

The Accessibility Plan for physical accessibility related to the Access Audit of the school, which remains the responsibility of the Governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering the plan, in order to inform the development of a new accessibility plan for the on-going period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider 'Equality and Diversity' issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor 'Health & Safety / Premises' Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Estyn during inspection processes in relation to schedule 10 of the Equality Act 2010.

## **Aims and Objectives**

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

## **Current Good Practice**

At Ysgol Hen Felin we are a fully inclusive school and cater for a wide range of individual needs. During the admissions process we gather information related to disability or health condition from parents and carers. This is a formal section of the admission procedure. We have a school nurse based on site full time. The nurse determines whether a health-care plan is needed to support individual pupil's needs.

## **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges (e.g. break times for pupils with social / interaction impairments, school trips for pupils with medical needs) so high levels of staffing are required to ensure that additional support enables all pupils to fully engage in all school activities. The design of the building means that all areas of the school are accessible to all pupils. The building is a single storey and doesn't require any lifts or stairs.

## **Curriculum**

There are no areas of the curriculum to which our disabled pupils have limited or no access. As a special school provision is made to support all pupils regardless of their disability (e.g. additional technology for pupils with a visual impairment). Other issues identified to ensure the full participation of disabled pupils are addressed through planning by staff and current school policies (e.g. bullying, peer relationships, policies on the administration of medicines, the provision for personal care), written and underwritten.

## Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents, and staff.

## Accessibility Audit

The school has:

- On-site car parking for staff and visitors includes dedicated disabled parking bays
- Fixed ramp and handrail leading from the car park to the school (reception)
- All access doors allow wheelchair access
- The school has internal emergency signage and escape routes that are clearly marked
- Personal Emergency Evacuation Plans are in place for pupils requiring additional/specific support to exit the building in an emergency
- Meetings are arranged within classrooms, where necessary
- Emergency (automatic) lighting around the school

Please click on the link to access the audit:



YHF\_Accessibility-audit-tool-for-educati

## Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority.

# Accessibility Action Plan

## AIM 1: To increase the extent to which disabled pupils can participate in the school curriculum

	Target	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Liaise with local authority / feeder providers to review potential new pupils	Identify the appropriate strategies and access relevant support as part of the admission process	Ongoing throughout the year	HT / SMT	Relevant procedures / equipment / strategies in place ahead of admission for new pupils
	Review all statutory policies to ensure that they reflect inclusive practice and procedures	Comply with the Equality Act 2010	Ongoing	HT / SMT / Teachers / TAs	All policies clearly reflect inclusive practice & procedures
	Establish close liaison with parents & carers through the wellbeing centre	Ensure collaboration and sharing between school and families	Ongoing	HT / SMT / Wellbeing officer / Teachers / TAs	Clear collaborative working approach
	Establish close liaison with outside agencies for pupils with on-going health needs	Ensure collaboration between all key staff and agencies; CAMHS, paediatricians, OT, physio, SALT, social services	Ongoing	HT / SMT / Teachers / TAs	Clear collaborative working approach
	Ensure full access to the curriculum for all pupils	<ul style="list-style-type: none"> <li>• Implement an enhanced SLA for physiotherapy</li> <li>• Implement an enhanced SLA for SALT</li> <li>• Implement an enhanced SLA for Occupational Therapy</li> <li>• Utilise the expertise of school staff                             <ul style="list-style-type: none"> <li>○ Thrive</li> <li>○ Communication team</li> <li>○ Behaviour support</li> <li>○ Enhanced reading support</li> </ul> </li> <li>• Utilise expertise of specialist advisory services [HI/VI]</li> <li>• CPD for staff</li> <li>• Fully differentiated curriculum</li> <li>• Effective deployment of support staff</li> <li>• ICT activities to support curriculum</li> <li>• Use of interactive ICT equipment</li> </ul>	Ongoing	HT / SMT / Teachers / TAs / Ed Psych	<p>Update school prospectus to include universal provision offer</p> <p>Specific equipment sourced from OT where appropriate (e.g. sensory regulation aids), Physio [MOVE programmes]</p> <p>Development and implementation of whole school provision map</p> <p>Advice taken and strategies evident in classroom practice</p> <p>All pupils supported and accessing the school curriculum</p>

MEDIUM TERM	Target	Strategies	Timescale	Responsibilities	Success Criteria
	Review and evaluate the attainment of all pupils	Teacher and TA meetings Updating of pupil progress using B Squared assessment profiles, IEPs, annual review meetings Scrutiny of assessment system Regular discussion with parents/carers and external agencies	Ongoing through the year	HT/DHT/Teachers/TAs	Progress made towards IEP targets Provision mapping showing clear steps and progress made
	Monitor attainment of all groups of learners according to groups of disability, MAT, CLA, gender	IEP database / data analysis Intervention programmes to support specific pupil needs	Ongoing	HT/DHT/Teachers/TAs	All pupils make proportionate progress
	Promote the engagement of all pupils in classroom activities  Take into account the variety of learning styles when teaching	Within the curriculum, the school aims to provide full access to all aspects of the curriculum providing: <ul style="list-style-type: none"> <li>• Attention autism strategies to develop engagement</li> <li>• Intensive interaction strategies to develop shared attention</li> <li>• Use appropriate communication strategies to support pupils needs</li> </ul>	Ongoing	HT/DHT/Teachers/TAs	Variety of learning styles and multi-sensory activities evident in lesson planning and in the classroom.  Ensuring that the needs of all pupils, parents and staff are represented within the school.

LONG TERM	Target	Strategies	Timescale	Responsibilities	Success Criteria
	Evaluate and review the 'short' and 'medium' term targets on a termly basis	See strategies for 'short' and 'medium' term targets	Termly	HT/DHT/SMT/Govs	All pupils making good progress
	Deliver findings to the governing body	Finance, health & safety/premises, and standards committees to receive regular updates during termly meetings	Termly govs meetings	HT/DHT/SMT/Govs	Governors fully informed regarding provision and progress



## Accessibility Action Plan

**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**

	Target	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of classrooms	The school will take account of the needs of pupils, staff, and visitors with physical difficulties and sensory impairments when planning/undertaking future improvements and refurbishments of the site – suspended ceilings to reduce sound	Ongoing	HT	Enabling needs to be met where possible
	Ensure all pupils with a disability can be involved	Highly effective teachers planning. Accessible curriculum activities for all pupils. Residential stays should encourage the involvement of all pupils where appropriate.	Ongoing	All staff	Enabling needs to be met where possible
	Ensure that the medical needs of all pupils are met fully within the capability of the school	Rigorous admissions process; liaise with external stakeholders; identify staff training needs and establish individual protocols/health care plans where needed	Ongoing	All staff	Ensure that disabled parents/carers are not discriminated against and are encouraged to take interest and be involved in their child's educational experience

	Target	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	Improve community links	Continue to build strong links with schools in Treorchy cluster. Establish a positive partnership with other special schools within RCT.	Ongoing	HT/teachers	Improve opportunities for integration for YHF pupils in mainstream settings  Improve community cohesion
	Develop partnership links with the PREVENT partnership stakeholders	Establish a positive partnership with the PREVENT officer in local authority. Attend relevant meetings/training to access services/information available to the school.	Ongoing	HT/DHT/SMT/Govs	Improve awareness of the support available for school, pupils, parents and carers

	Target	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	Continue to develop outdoor spaces and facilities	Explore appropriate funding opportunities. Review, update and evaluate the annual premises improvement plan	Ongoing	Whole school approach  HT/site manager	Inclusive pupil-friendly environment established and maintained
	Ensure roads, paths and walkways around the school are as safe and accessible as possible	Ensure that the premises improvement plan schedule is used to highlight areas of development or repair. Liaise with the local authority regarding the lack of footpath from the pedestrian walkway/car park to the leisure centre	Ongoing	HT/site manager/SMT	No accidents
	Gain accreditation of Health Schools Award	Work towards Healthy Schools and Eco school targets	2023-26	SMT Whole school	Achievement of awards

# Accessibility Action Plan

## AIM 3: To improve the delivery of information to disabled pupils and parents

	Target	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Ensure that all pupils have access to the full curriculum	Regular parental/carer communication Individualised multi-sensory teaching strategies used where appropriate [e.g. lego therapy]	Ongoing	HT/DHT/Teachers/TAs	All children are fully engaged in the school curriculum
	Enable improved access to written information for pupils, parents/carers and external stakeholders	Raising awareness of font size and page layouts to support pupils and parents/carers with visual impairments. Auditing signage around the school to ensure that it is all accessible.	Ongoing	HT/DHT/Teachers/TAs	Access to written information improved for all  Provide access to a range of parent/carer leaflets of a variety of topics
	To ensure that all parents/carers are offered a consistent method of communication with school	Incorporate within the school pre-admission meeting the agreed methods of communication; home school communication book, telephone conversations, twitter To utilise the Text2parents system effectively to communicate with parents	Ongoing	HT/DHT/Teachers/TAs	Effective communication between school and home
	Target	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	Review every pupil's records to ensure school's awareness of any change in disabilities	Annual reviews/PCP/IEP consultations/parent's evenings – updated regularly as per the whole school calendar Medicine records updated regularly and monitored by the school nurse	Ongoing	HT/school nurse	All staff are fully aware of the disabilities of all pupils
	Ensure there is appropriate arrangements in place for transition of pupils into and out of the school	Effective admission meetings on entry; education and health needs considered Support for post 19 transition pupils	Ongoing	HT/AHT/school nurse	Effective transition into school Pupils & parents supported post 19 transition

	Target	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	School record keeping systems to be reviewed and improved, where appropriate in line with GDPR regulations	Review, evaluate and update current record keeping system	Continual review and improvement cycle	HT/SMT Admin staff All staff	Effective communication of information about disabilities throughout the school Appropriate information stored and retained
	Broaden the support offered to parents from the wellbeing centre to include siblings of our pupils and wider community	Improved realisation of 24hr curriculum and improved relationships between home and school	2023-24	Wellbeing officer	Increased involvements from a wider range of family members  Increase family learning offer
	Significantly improve the provision for occupational therapy, physiotherapy and Speech and Language Therapy	Work closely with LA and UHB to redefine the therapy provision. Link all provision to the ALN reform Explore enhanced SLAs where appropriate	Ongoing	HT	Improved provision for pupils. Improve training for staff to support pupils with individualised programmes in classes.