

# **YSGOL GYNRADD PARC PRIMARY SCHOOL**



## **ACCESSIBILITY POLICY**

## Parc Primary School ACCESSIBILITY PLAN 2023-2026

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## Foreword

At Parc Primary School we fully recognise our duties and responsibilities to eliminate discrimination and promote equality for all learners, employees, members of the school community and service users regardless of protected characteristics.

We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation of individuals with protected characteristics as set out in the 2010 Act.

Our Accessibility Plan has been informed by the views of our learners, parents/carers, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and complements and supports the Equality Objectives set out in the school's Strategic Equality plan.

The Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a specified timeframe and anticipating the need to make reasonable adjustments to reduce and eliminate identified barriers to accessibility.

The school and governing body, will collect, analyse and publish information about our progress in achieving our improvement priorities as outlined in the Plan. These will be shared and published so that there is transparency and accountability. We will also aim to engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals with disabilities in our school and to members of our school community.

David Williams  
**HEADTEACHER**

Janet Todd-Jones  
**CHAIR OF GOVERNORS**

## **Section 1: Introduction**

Our school vision and aims are aligned with the principles of the Equality Act (2010) and ensure that diversity is celebrated in our community school.

Our school aims to treat pupils and the whole school community fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind. Our school promotes equality of opportunity for persons with a disability and, by promoting a positive ethos, aim to eliminate discrimination related to disability.

Furthermore, our school values support the development of equality for all due to its strong focus on supporting the wellbeing and achievement of all learners and where all members of the school community are treated fairly and with respect and dignity

Schools are required under the Equality Act 2010 to have an Accessibility Plan.

The plan will be made available online on the school website, and paper copies are available upon request. The school supports any available partnerships to develop and implement the plan. The Plan is subject to a rigorous monitoring and evaluation framework.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## **Section 2: Key Objective of the Accessibility Plan**

The purpose of the Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, prospective pupils, staff, volunteers and visitors with a disability.

The Accessibility Plan has been developed around three planning duties to identify improvement priorities relating to how our school will:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve communication with disabled pupils along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them or their parents.

## Section 3: Legislation and Guidance

The Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010 which places a statutory duty upon schools to prepare an Accessibility Plan at least every three years.

The Equality Act defines an individual as disabled if they have:

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

Under the Act, 'substantial' is defined as an adverse effect that is greater than having a minor impact and 'long-term' is defined as a year/12 months or more.

Schools have a duty to provide reasonable adjustments which will enable pupils with disabilities to participate fully in their education at school and enjoy the other benefits, facilities and services/activities that school provides alongside non-disabled peers.

## Section 4: Roles and Responsibilities

### GOVERNING BODIES

To ensure compliance with the Act, the governing body:

- ensures that the school publishes its three-year accessibility plan;
- makes appropriate arrangements to monitor the plan's progress and effectiveness on at least an annual basis and issue a new plan on a rolling three-year basis;
- publishes information about the plan in the governors' annual report to parents;
- works in partnership with school leaders to complete the Accessibility Audit Tool for school and pre-school settings to inform the Accessibility Plan;
- undertakes regular training in disability equality issues and inclusion.

In order to meet its reporting responsibility, the governing body reports on the progress of the Accessibility Plan annually, as part of its Annual Report to Parents/Carers.

## SENIOR LEADERSHIP TEAM

Senior Leaders in our school promote accessibility and eliminate discrimination by undertaking a cycle of development, implementation and review of their accessibility plan as follows:

- Auditing/Reviewing the outcomes of previous plans and completing an Accessibility Audit Tool to identify barriers to accessibility.
- Consulting with a range of stakeholders.
- Ensuring that the plan clearly identifies the school's short, medium and long-term desired outcomes and improvement priorities with clear implementation arrangements and timescales.
- Set specific and measurable targets/goals with clear timescales for evaluation.
- Implementing the accessibility plan and allocating adequate resources to support its implementation.
- Ensuring that a framework is in place, with an annual review of the plan in consultation with stakeholders to evaluate its success.
- Ensuring that all staff are aware of the Accessibility Plan, receive regular training in disability equality issues and inclusion and promote equality of access and opportunity for disabled learners.

## Section 5: Engagement

The Parc Primary School Accessibility Plan has been developed through consultation with pupils, parents/carers, staff, governors and other relevant stakeholder that contribute to the whole school community.

An extensive range of different engagement activities have been undertaken to inform strategic plans. These include:

- An analysis of the survey responses or focus groups feedback on equality issues from a range of stakeholders including learners, parents/carers, staff, governors and the wider community. Some consideration was given to the analysing information according to protected characteristics to inform strategic planning;
- Learner voice activities and Pupil Voice feedback;
- An analysis of school complaints;
- Feedback provided from parental consultation events and workshops;
- Feedback from annual review processes; and
- Outcomes from community cohesion events and activities.

When consulting, important consideration has been given to the most effective and reliable means of gathering information. Interpretation facilities have been put in place for those for whom English is an additional language or are newly arrived in

this country. Modified materials and accessible formats have also been used to ensure accessibility for those with disabilities or ALN.

## **Section 6: Information from Pupil Data and School Audit**

To inform the preparation of our Accessibility Plan, we have undertaken a review of the progress made in relation to the improvement priorities and actions identified in our previous accessibility plan. In addition, we have used the RCT Accessibility Audit Tool to identify remaining barriers to accessibility and to inform specific and measurable actions we can take to address them.

The school's self-evaluation and school improvement planning processes have also informed the Plan and include analysis of pupil data where relevant.

## **Section 7: Staff Professional Learning**

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Specific training needs in this area are identified and addressed during the performance management process. This is routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in the school.

## **Section 8: Publishing and Monitoring Outcomes**

The school provides a report detailing the Accessibility Plan and its evaluation of it to the governing body on an annual basis. Information is also detailed in the Governors' Annual Report to Parents/Carers. The Plan and its evaluation is shared with parents/carers.

The Accessibility Plan is monitored by the governing body. The local authority may request a copy of the Plan at any time.

Please see Appendix 1 for the improvement priorities and associated actions that our school has identified in our Accessibility Plan.

## **Section 9: Links with other Policies/Plans**

The Accessibility plan is linked to the following documents and policies:

- Strategic Equality Plan
- ALN Policy
- Supporting pupils with Healthcare needs Policy
- Curriculum Policy
- Health and Safety Policy
- Anti-bullying Policy.

## **Section 10: Strategic Leadership**

The lead for the Accessibility Plan in Parc Primary School is David Williams.



## PARC PRIMARY SCHOOL ACCESSIBILITY PLAN FOR 2023-2026

**Date of Issue:** 4<sup>th</sup> December 2023

**Final Review of the Accessibility Plan:** Autumn 2026

Improvement Priority 1: Improving access to the curriculum							
Outcome	Actions	Person responsible	Long, medium or short-term	Completion date	Costings & resources	Monitoring & evidence	Impact
Teaching and learning across the curriculum reflect equal opportunities for all with physical impairment and relates to pupils' everyday experiences.	Planning and Teaching includes opportunities to ensure the physical diversity of society is represented.	All	Termly ongoing	Ongoing	SMT Monitoring time.	Planning monitoring Listening to learners Work scrutiny	All pupils are able to access teaching and learning experiences planned that are relevant to their lives
Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs.	Staff to ensure planning is differentiated to consider the learning needs of all.	All	Termly	Ongoing	SMT Meeting time	Planning monitoring Listening to learners Work scrutiny	Pupils learn with appropriate curriculum matched to their needs.
Train staff on ways to improve pupil access to the curriculum.	Monitor provision for children with ALN and assess if development opportunities would be beneficial. Organise staff training making use of relevant external agencies.	All	Termly	Ongoing	Staff Meetings ALNCO Leadership & Management time	Learning walks Listening to Learners	Staff are increasingly aware of and able to meet the needs of children with regard to accessing the curriculum

Improve children's awareness of disability issues.	RVE curriculum and assemblies to be used to raise awareness of disability issues. Disability equality issues are incorporated into the Citizenship curriculum. RVE and humanities work to explore cultures identify and beliefs in class and as a whole school. International languages lessons across school	SMT	Ongoing	Ongoing	Subject Leader time.  Staff Meetings	Listening to Learners Learning walks	Children have a greater understanding of disability issues.
Staff to develop skills to deal with children who have specific disabilities.	Organise specific training for new and existing staff relating to disabilities experienced by specific children.	All	Ongoing	Ongoing	ALN/SENCO Leadership & Management time.	Staff feedback & questionnaires	Staff have a greater understanding of disability issues and how to ensure all pupils have equal access to the curriculum and experiences.
Pupils become more aware and educated about neurodiversity.	Implement age-appropriate and activities to educate pupils about neurodiversity, promoting empathy, understanding, and self/acceptance	All	Ongoing	Ongoing	Staff training & meetings	Measure pupils' awareness through surveys and assess the effectiveness of programs through pre- and post-implementation evaluations.	Staff and pupils are more knowledgeable about neurodiversity.
Teachers develop their knowledge of different teaching and learning styles.	Lesson studies action research to explore different pedagogical approaches to be able to support and develop all learners.	SMT	Ongoing in response to need	Ongoing	Release time	Lesson study feedback Listening to Learners Learning Walks	Teachers use different teaching methods to suit a wide range of learning styles. Higher attainment for pupils with ALN/SEN disabilities.
Further develop a range of Learning resources that are accessible for children with different disabilities.	Audit current resources and update and develop to support pupils. Link to provision map	All	Ongoing	Ongoing	Staff Meetings		Children with disabilities have increased access to curriculum materials.
Plan extracurricular and out of school activities to ensure the participation of the whole range of pupils.	Review all out of school provision to ensure compliance with legislation.	SMT	Ongoing	Ongoing	Management Time		Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements

## Improvement Priority 2: Improving access to information

Outcome	Action to ensure outcome	Person responsible	Long, medium or short-term	Completion date	Costings & resources	Monitoring & evidence	Impact
School policies reflect a commitment to accessibility for all.	All relevant policies to be reviewed & have reference to disability equality and accessibility.	HT	Ongoing	Ongoing	Staff &SLT Time	H&S walks Parental questionnaires	Pupil access to the curriculum and their attainment is in line or above targets set.
Ensure that school, parents & children understand and accept what is required of them	Home/school agreement to be agreed. Prospectus updated annually.	HT	Ongoing	Annually	Staff &SMT Time	Parental questionnaires Pupil Questionnaires Listening to learners Learning walks	Greater harmony and understanding
Ensure that all information used in teaching is presented in an appropriate format.	Modify homework and worksheets –enlarge print, simplify language, use audio/ICT equipment, where relevant.	All	Ongoing	Ongoing	School Budget	Listening to learners Learning walks	Pupil access to the curriculum and their attainment is in line or above targets set.
Ensure all information is received by children in an appropriate format.	Key information available on HWB+ Google classroom Modify child questionnaires, e.g. simplify language, provide adult/peer support. ICT equipment & appropriate	HT	Ongoing	Ongoing	School budget	Listening to learners Learning walks	Children with disabilities have greater access to information.

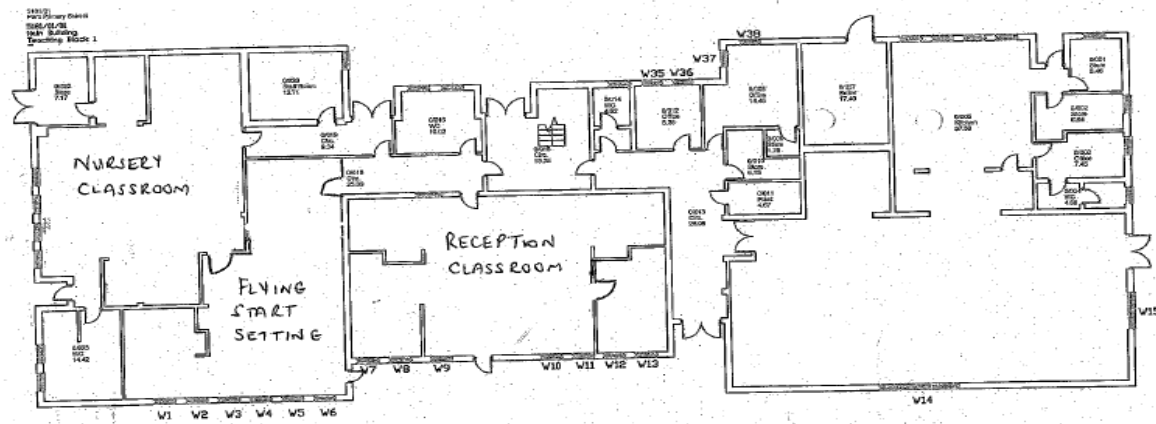
	programs/software used Photographs, pictorial representations, PECS, visual timetables,						
Ensure all information is received by parents/carers in an appropriate format.	Questionnaire for parents/carers & response from school Key information available on Parentmail Website updated regularly Prospectus WG/LA information shared Twitter, Facebook Face to Face meetings Phonecalls	HT SLT All	Ongoing	Ongoing			A greater understanding by both school & parents/carers

### Improvement Priority 3: To further improve the physical environment of the school

Outcome	Action to ensure outcome	Person responsible	Long, medium or short-term	Completion date	Costings & resources	Monitoring & evidence	Impact
To continue to maintain the physical environment of the school in order to maintain accessibility for all pupils	<p>Identify needs of new in-take and make reasonable adjustments to the physical environment</p> <p>Assess needs of pupil and plan for smooth transition</p> <p>Plan classrooms accordingly</p> <p>Involve LA Access &amp; Inclusion to support with transition and any specialist equipment</p> <p>Maintain good working order of all disabled toilets and facilities</p> <p>Maintain outdoor areas to allow easy access</p> <p>Pupil questionnaire - Seek pupil views through Pupil Voice on improving play areas</p> <p>Fire Routes – continue to follow procedures to ensure all learners and staff are safe.</p>	HT	Ongoing	Ongoing	Staff & SLT Time	H&S walks Parental questionnaires	<p>The environment is suitable for disabled children entering school.</p> <p>Classroom environments are accessible and meeting the needs of pupils wherever possible</p>
To ensure classroom environments meet the needs of pupils.	<p>Environment monitoring to take place on a regular basis.</p> <p>Ensure environments meet the needs of the children by being stimulating but not overly through learning walks, drop-in sessions, mini observations etc.</p> <p>Needs of the child to be carefully thought through and</p>	HT	Ongoing	Annually	Staff & SMT Time	<p>Parental questionnaires</p> <p>Pupil Questionnaires</p> <p>Listening to learners</p> <p>Learning walks</p>	<p>Access to the curriculum improved through the use of good quality resources, interventions and adaptations</p>

	classrooms adapted accordingly  Seek views of pupils.						
To continue to develop the playground facilities for all pupils.	Look for funding opportunities  Involve the Pupil Voice groups to identify improvements  Regular checks and maintenance	All	Ongoing	Ongoing	School budget	Listening to learners Learning walks	Inclusive child-friendly play areas
To provide a wider range of play resources for lunchtimes to support a range of different play types and ensure all pupils have the same opportunities to them	Invest in new resources which promote play opportunities	HT	Ongoing	Ongoing	School budget	Listening to learners Learning walks	All children will enjoy their playtimes by engaging in a wide range of play opportunities  Resources are used and are accessible for all
To ensure visitors are able safely ascend and descend the stair well leading from the playground onto Park Road.	Install a handrail on both sides of the walls	HT	Short term.	As soon as possible.	School budget	Installation complete	Improved health and safety for pedestrians using the stairwell.

Ground Floor Plan



1st Floor Plan

