



**Sofrydd**  
**Primary School**  
**Ysgol Gynradd**  
**Swffryd**



# Accessibility Policy



**Article 15: Your right to meet with friends and join groups and clubs.**

**Article 23: Your right to special care and support if you are disabled so that you can lead a full and independent life.**

**Article 28: Your right to learn and go to school.**

**Article 29: Your right to become the best that you can be.**

On a Learning Journey Together

### **Introduction**

The ALN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### **Definition of Disability:**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

### **The purpose and direction of the school's plan: vision and values**

At Sofrydd Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Sofrydd Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- ❑ girls and boys;
- ❑ minority ethnic and faith groups;
- ❑ children who need support to learn English as an additional language;
- ❑ children with special educational needs;
- ❑ gifted and talented children;
- ❑ children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

### **Information from pupil data and school audit**

We currently have a range of children of all backgrounds, needs and abilities.

- asthma
- eczema
- hearing impairment
- SPLD
- ASD
- Allergies
- Heart conditions
- Personal care issues

We collect information from Flying Start settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

### **Views of those consulted during the development of the plan**

All people consulted value the ability of the school to cater for the differing needs of pupils. No issues were raised on a recent survey.

### ***The main priorities in the school's plan***

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The ALNCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

***Action plan is below:***

### Accessibility Plan:

The proposed actions below are in order of priority, though 12 – 16 (*italics*) are ongoing:

	<b>Issue</b>	<b>Action</b>	<b>People/Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring Method: Who? How?</b>
1	Grass bank leading to FP entrance (approx. 8m <sup>2</sup> ) is very slippery when wet where the children use this as a shortcut to the FP Doors	Anti-slip path over this bank to prevent slips and accidents – and improve access to Yr1 Doors	Headteacher Contractor	Summer 2013	Muddy bank gone – resulting in no accidents/mess.	Summer 2013
2	Curriculum is fully accessible for ALN pupils.	Provide mobile technology to enable personalised learning for ALN pupils	Headteacher. ICT Co-ordinator ALNCo	Summer 2013	ALN pupils more able to access curriculum	Headteacher ALNCo
3	Disabled toilets not fully accessible for staff or pupils with mobility problems.	Ensure that toilet areas are clear and assessable	HT	Spring 2013	KS2 toilets accessible by pupils with mobility problems.	Deputy Head ALNCo
4	Classrooms can be difficult to enter from outside or exit in an emergency.	Ensure that there are no tables or trolleys blocking exits. All coats to be stored on pegs at all times.	HT	Summer 2013	New doors do not swell and stick, thus making access and exit much easier.	HT
5	CCTV System to be maintained.	<i>Ensure that building is protected 24 hrs day. Ask for reports to be completed by company updating us of issues that have arisen</i>	HT £9000 contract maintained	Summer 2020	Improved security onsite at all times.	Caretakers Clerk HT and DHT

6	Availability of written material in alternative formats	School makes itself aware of the services available through its LA for converting written information into alternative formats.	L.A. Head Teacher Admin Staff ALNCo	On-going	If needed the school can provide information in alternative formats	Head Teacher Feedback from parents and staff.
7	Raise staff awareness of disabilities issues.	<b>School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities.</b>	LA. Health Authority. Disability Rights Commission. All school staff.	Ongoing	Teachers and TAs aware of issues. Detailed information and support available and passed on by staff.	Head Teacher. SLT ALNCo. Class Teachers. TAs. Other non-teaching staff.
8	Raise staff awareness of equity and equality policies	<b>Promote disability equality via</b> <ul style="list-style-type: none"> <li>• <b>Staff meetings.</b></li> <li>• <b>PSHCE lessons.</b></li> <li>• <b>Assemblies.</b></li> <li>• <b>Celebrating difference.</b></li> </ul>	Whole staff	2020 onwards	Increased whole school awareness of disability issues.	ALNCo All staff.
9	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	<b>Thorough planning. Advance visits. EVOLVE Form and Risk assessments.</b>	Visit leaders. Educational Visits Co-Ordinator. HT & DHT	Ongoing	School trips & residential visits are accessible for all pupils.	DHT EVC lead. Trip leaders. Feedback from pupils
10	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	<b>Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.</b>	Leaders of after-school clubs.	Ongoing	After-school clubs and care provision is accessible for all pupils.	Head Teacher Feedback from parents and pupils.

11	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	<p><b>Consider alternative communication systems.</b></p> <p><b>Consider the way in which information is presented to pupils.</b></p> <p><b>Consider ways in which pupils can communicate their ideas.</b></p>	All Staff. Subject leaders. Advisors for Sensory impairments. Subject advisors.	Ongoing	Curriculum is fully accessible for all pupils.	Head Teacher SLT. ALNCo.
12	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	<p><b>Policies to include:</b></p> <ul style="list-style-type: none"> <li>• <b>Content</b></li> <li>• <b>Strategies</b></li> <li>• <b>Resources</b></li> </ul> <p><b>That could be employed when planning for pupils with difficulties or disabilities.</b></p>	Whole staff. Subject leaders. Advisors.	Ongoing	Policies include provision for pupils with difficulties or disabilities	Head Teacher Subject leaders.