



Accessibility Plan

Date	July 2019	
Review Date	July 2022	
Chair of Governors	Mr E. Griffiths	_____
Headteacher	Mrs K. Retallick	_____

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1. Aims

1.1 Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

1.2 Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Ysgol Nantgwyn is a fully inclusive school, committed to the development, personal growth and success of all pupils to become effective, high functioning young adults.

1.3 The plan will be made available online on the school website, and paper copies are available upon request.

1.4 Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

1.5 The school supports any available partnerships to develop and implement the plan, working closely with Local Authority to provide high quality support and provision. We have included a range of stakeholders in the development of this accessibility plan.

1.6 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.

2. Legislation and guidance

2.1 The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

2.2 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

2.3 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

3.1 This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<i>Explain your school's approach here. Examples: Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.</i>					

	<i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>					
Improve and maintain access to the physical environment	<p><i>Explain your school's approach here. Example:</i></p> <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 					
Improve the delivery of information to pupils with a disability	<p><i>Explain your school's approach here. Example:</i></p> <p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> 					

	<ul style="list-style-type: none">• <i>Braille</i>• <i>Induction loops</i>• <i>Pictorial or symbolic representations</i>					
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4. Monitoring arrangements

4.1 This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

4.2 It will be approved by the Governing Body.

5. Links with other policies

5.1 This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				
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Workload Impact Assessment

Policy name:	Accessibility Plan
Date of assessment:	
Assessed by:	

The policy complies with and is consistent with the teachers' contractual entitlements.

The policy and any related procedures were introduced following full consultation with the each union.

The policy and any related procedures include a specific statement regarding workload impact.

The policy has been piloted/trailed/evaluated to enable an assessment of workload impact to be made.

The impact of the policy and related procedures is that they have not added additional hours of working

The policy does not duplicate any other existing policy.

All policy has been reviewed in order to access whether any outdated and unnecessary.

The College has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.

Implementation of this policy will not result in any additional meetings/activities that have not been identified within the College calendar, published and revised in consultation with the Unions.

All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens.

The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.