



## Accessibility Plan

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|---------------------------|--------------------|--|
| <b>Date</b>               | <b>Sept 2022</b>   |  |
|                           |                    |  |
| <b>Review Date</b>        | <b>Sept 2025</b>   |  |
|                           |                    |  |
| <b>Chair of Governors</b> | <b>Mr K Lewis</b>  |  |
|                           |                    |  |
| <b>Headteacher</b>        | <b>Ms L Morris</b> |  |

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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.

The self audit [RCTAccessibilitySelfAuditTool2022.docx](#) has been designed to assist Governors and Headteachers to prepare our accessibility plan.

### 3. Action plan

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

| Target/Action                                                                                                                                                                                                    | By whom        | Resources                          | Timescale                 | Performance measure/Impact                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Increasing Access to the Curriculum</b>                                                                                                                                                                       |                |                                    |                           |                                                                                                                    |
| High quality teaching with work differentiated in every lesson                                                                                                                                                   | HH/VE          | Time/ training sessions/CPD/ inset | Ongoing                   | Improved standards of all pupils including those with ALN, all pupils supported appropriately to meet their needs. |
| Highlighted pupil concerns sheet - concerns filtered through HoS                                                                                                                                                 | HH/LJ/ANZUK    | Time                               | ASAP - end of summer term | Improved attainment<br>Improved standards for pupils with ALN to reduce attainment gap                             |
| Use of technology for pupils with ALN <ul style="list-style-type: none"> <li>- Use of ipads to record work verbally and use QR conversion for marking</li> <li>- laptops for pupils, or with DCD etc.</li> </ul> | HoFs/HH/VE/ DG | Time                               | Ongoing                   | Improved attainment of pupils with ALN                                                                             |
| <b>Improving access to the physical environment</b>                                                                                                                                                              |                |                                    |                           |                                                                                                                    |
| Improving visibility of shelter poles for visual impairment                                                                                                                                                      | CH             | Hi-vis jackets on poles            | September                 | Reduced accidents/ potential accidents by increasing visibility as per RCT guidance                                |
| Improving visibility of planters in quad                                                                                                                                                                         | CH             | Paint on based/around bases        | September                 | Reduced accidents/ potential accidents by increasing visibility as per RCT guidance                                |
|                                                                                                                                                                                                                  | HH/JD          | Tables to remain in classes        | September                 | Accessible classroom and table spaces for those using OT chairs and equipment                                      |

|                                                                                         |                |                                     |              |                                                                                                                                                      |
|-----------------------------------------------------------------------------------------|----------------|-------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Height adjustable tables to remain in Gwyn lower for the use of OT chairs and equipment |                |                                     |              |                                                                                                                                                      |
| <b>Improving communication and access to school information</b>                         |                |                                     |              |                                                                                                                                                      |
| Signs in braille                                                                        |                |                                     |              |                                                                                                                                                      |
| Visual support for departments - Lower School                                           | Liz Elford     | To match PECS Symbols               | September 22 | Improved early communication skills for pupils with different levels of communication needs                                                          |
| Visual warning signs for alarms - Are they visual too?                                  | Carly Hooper   | Flashing alarms                     | September 22 | To ensure those with hearing impairment are able to be see that there is a fire alarm if they are unaccompanied by staff to safely exit the building |
| Tannoy - Staff to relay information                                                     | All gwyn staff |                                     | July 22      | To ensure those with hearing impairment can access the same messages as those without HI                                                             |
| Development of accessibility plan in conjunction with all stakeholders                  | HH/LRS         | Pupil/parent voice/staff/ governors | September 22 | To ensure accessibility plan is fit for purpose and inclusive to all                                                                                 |

#### **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
- Additional learning needs (ALN) 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 |             |                     |                    |                             |

## Workload Impact Assessment

|                            |                           |
|----------------------------|---------------------------|
| <b>Policy name:</b>        | <b>Accessibility Plan</b> |
| <b>Date of assessment:</b> |                           |
| <b>Assessed by:</b>        |                           |

|                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                                                                    |