

Ysgol Gynradd **MAESYBRYN** Primary School

ACCESSIBILITY PLAN



2023-2026

Plan Updated: October 2023

Plan adopted by GB: Autumn Term 2 Meeting 2023

First Review Date: October 2024

Final Review Date: October 2026

| TITLE | NAME | SIGNED | DATE |
|---------------------------|-----------------|--------------------|-------------|
| Acting Headteacher | Rachel Williams | <i>R. Williams</i> | 17/10/23 |
| Chair of Governors | Jeff Fish | <i>J. Fish</i> | 17/10/23 |

| | |
|---|--|
| This Plan is a | School Plan using LA & WG guidance |
| This document is a | Statutory Document |
| Document Leader | Rachel Williams (AHT) Sarah Parker (ALNCo) |
| Link Governor | Jeff Fish |
| Key Personnel in Policy | Headteacher, ALNCo, staff, pupils, parents/carers, GB |
| Published / located | School website, school office |
| Aims of Policy | |
| <ul style="list-style-type: none"> To outline a plan that ensures school is accessible to all stakeholders | |
| Review date | October 2023 |
| Next review date | October 2024 (annual review) |
| Full review date | October 2026 |
| Reviewed by | Policy Committee |

CONTENTS

| Section | Content | Page Number |
|----------------|--|--------------------|
| | Foreword | |
| 1. | Introduction | 1-2 |
| 2. | Key Objective of the Accessibility Plan | 2-3 |
| 3. | Legislation and Guidance | 3 |
| 4. | Roles and Responsibilities | 3-4 |
| 5. | Engagement | 5-6 |
| 6. | Information from Pupil Data and School Audit | 7 |
| 7. | Staff Professional Learning | 7 |
| 8. | Publishing and Monitoring Outcomes | 7 |
| 9. | Links with other Policies/Plans | 8 |
| 10. | Strategic Leadership | 8 |
| Appendix 1 | Accessibility Plan Improvement Priorities | |

FOREWORD

At Maesybryn 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.

Rachel Williams
ACTING HEADTEACHER

Jeff Fish
CHAIR OF GOVERNORS

SECTION 1: INTRODUCTION

Our school mission is aligned with the principles of the Equality Act (2010) and ensures that diversity is celebrated in our community school.

Through endeavour, we can all achieve.

Trwy ymdrech gallwn ni I gyd gyflawni

Maesybryn Vision

At Maesybryn, we value, respect and have high expectations of everyone. We are proud of our Welsh culture and language and we celebrate individual achievements. We aim to ensure that all children and adults thrive in a happy, safe and inclusive environment. Our vision is for all children and staff to feel empowered and to take ownership of their learning, providing them with the knowledge, creativity and skills to benefit others and enrich their own futures. We want our children to grow up to contribute positively to their community and the wider world by fulfilling their own potential and achieving their aspirations and dreams. We want all of our pupils to be:

- Ambitious, capable learners who display a growth mind-set and give 100%.
- Enterprising and creative contributors in school and their community
- Ethical, informed citizens who value their own and each other's cultures
- Healthy, happy and confident individuals who value participation

We want our school to be a safe and happy place where everybody can learn, work and achieve.

Maesybryn Aims

We will achieve our vision by:

1. Creating a happy, inclusive environment where everyone feels secure and able to learn.
2. Enabling all of the pupils of Maesybryn to feel valued and respected, celebrating personal achievements and valuing individual qualities.
3. Promoting a sense of pride in the culture and history of Wales and the Welsh language and understanding its relevance in the world today and the future.
4. Forming positive relationships based on trust and mutual respect.
5. Nurturing a love of learning. We will build on children's mental and emotional well-being by developing confident, determined resilient life-long learners.
6. Planning for our learners to be enterprising, creative contributors who connect and apply their knowledge and skills to create ideas and think creatively to solve problems.

7. Empowering our pupils to be ethical informed citizens, who actively promote equality and diversity. We aim for them to have rounded views and make dignified choices whilst engaging with contemporary issues and understanding the impact of their actions and decisions.
8. Creating confident, resilient and empathetic healthy learners who have a secure emotional awareness to allow them to lead fulfilling lives as valued members of society.
9. Constructing a child centred school at the heart of our community in which all teachers, pupils and governors strive for excellence to achieve the best opportunities for the future,
10. Building an environment which grows each child's confidence and self-esteem, developing their curiosity for the world and enabling them to reach their full potential.

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.

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 OBJECTIVES 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 Maesybryn Primary School Accessibility Plan has been developed through consultation with pupils, parents/carers, staff, governors and other relevant stakeholders 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 school council 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: STAFFING AND 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 Maesybryn Primary School is:

Mrs. Sarah Parker (ALNCo)

Further information can be obtained from Mrs. Rachel William, Acting Headteacher.

Maesybryn Primary School
ACCESSIBILITY PLAN FOR 2023-2026

Date of Issue: Autumn 2023
First review of the Accessibility Plan: Autumn 2024
Final Review of the Accessibility Plan: Autumn 2026

| Improvement Priority 1: Improving access to the curriculum | | | | | | | |
|--|---|-------------------------------|-----------------------------------|------------------------|---------------------------------|---------------------------------------|---|
| Outcome | Action to ensure outcome | Person responsible | Long, medium or short-term | Completion date | Costings & resources | Monitoring & evidence | Impact statement/ evaluation |
| All pupils have access to a rich and exciting curriculum at an appropriate level | The revised curriculum contains increased emphasis on diversity and cultural awareness. | Curriculum Lead AoLE leads | Long Term | On going | Collaboration Funding | SLT to monitor as part of MER process | Improved access to the curriculum |
| All pupils have access to wider curriculum | Audit participation in curricular and extra-curricular activities and identify any barriers | SLT | Termly | Termly | N/A | SLT to monitor | Increased participation in all school activities |
| All pupils have access to good quality educational visits | Ensure educational visits are suitable for all pupils- Disabled access, ASD friendly. | All staff | Long Term | On going | N/A | SLT to monitor | Increased participation in educational visits to enhance curriculum |

| | | | | | | | |
|---|--|---------------------|-----------|----------|----------|---|--|
| All pupils to learn in effective classroom environments which support teaching, learning and assessment | All staff to create effective learning environments for all, utilising feedback from pupil groups. Complete Sensory Checklists when appropriate. | SLT | Long Term | On going | N/A | Classroom environment monitoring | Improved access to the curriculum |
| All staff have access to professional learning on increasing access to the curriculum for all pupils | Audit staff strengths and areas for development. e.g Disability Awareness, Autism Support, Dyslexia Training. Staff Meetings /Twilight addressing inclusive practice | AHT ALNCo EPS | Long Term | On going | PL costs | Updated Information sessions undertaken by all staff. | All staff aware of responsibilities and duties to ensure access for all. |

Improvement Priority 2: Improving access to the school site/physical environment

| Outcome | Action to ensure outcome | Person responsible | Long, medium or short-term | Completion date | Costings & resources | Monitoring & evidence | Impact statement/ evaluation |
|--|---|---|----------------------------|-----------------|----------------------|--|--|
| To ensure safe access in interior and exterior of school | Ensure all areas are safe and cleared to ensure pupils are safe Walkways and other areas are cleared. Ensure all pupils are aware of one –way systems around the school, Entry, Exit. Reception doors are locked and Fire Doors closed Safety on site with taxis for LSC pupils | SLT LA – Phys. Med team Site Manager All staff | Long Term | On going | N/A | Site Manager to monitor walkways and communal areas School Council to complete a learning walk and report to GB | All pupils feel safe in all areas of the school. Pupil survey |
| To ensure all pupils feel safe and involved at playtimes | Sports Ambassadors appointed to encourage pupils to join in games. | NO | Long Term | On going | Training (if needed) | Pupil Voice Surveys | No pupil is left out and unable to join in. |
| To ensure that the school environment caters to all needs and disabilities | Audit resources to support curriculum delivery | SLT | Long term | On going | N/A | Pupil Voice Surveys | Improved access to the curriculum |

Improvement Priority 3: Improving access to information

| Outcome | Action to ensure outcome | Person responsible | Long, medium or short-term | Completion date | Costings & resources | Monitoring & evidence | Impact statement/ evaluation |
|--|---|------------------------|----------------------------|--------------------|----------------------|---|---|
| To offer information in suitable formats for all | To have available all documents in alternative formats- large print. To review accessibility of Newsletters for parents and carers. Translation of Newsletters into first language where appropriate. | SLT ALNCo Clerks | Long Term | Summer Term Review | N/A | Parent/Carer surveys and questionnaires | All parents and carers will be aware of what is happening |
| To ensure all parents and carers are aware of sources of information, including ALN and family support. To ensure that all parents and carers know who the relevant staff are to contact when concerned | Ensure that our website is updated with signposting to relevant agencies and contact points. Remind Parents and Carers to access school website for all relevant information | ALNCo Clerk SLT | Long Term | Summer Term Review | N/A | Parent/Carer surveys and questionnaires | All parents and carers will be aware of what support is available |