



# **Cynllun Hygyrchedd Ysgol / School Accessibility Plan 2016 - 2019**

**Ysgol GWR Cilgerran**

**Reviewed Annually**

## **Statement of Intent**

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

With the children's' right to special care and support in mind, this plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA)

It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils(DfES,2002) and " Planning to Increase Access to Schools for Disabled Pupils" (National Assembly for Wales Circular 15/2004)

At Ysgol GWR Cilgerran we strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. Pupils are provided with the opportunity to experience, understand and value diversity.

The main aim of this plan and policy is:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

## **Definition of disability**

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

Disability Discrimination Act 2002

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions that have a long-term and substantial effect on pupil's everyday lives.

## **Ysgol Cilgerran Accessibility Policy**

This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils through the forum of the school council, parents, staff and governors (h&s committee) of the school and covers the period from 2016 to 2019

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis by the Health and Safety Committee. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- ALN
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Prospectus and Mission Statement
- Learning and Teaching Policy

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the school. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. However, the school will identify these works within this current Accessibility Plan. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

The school will work in partnership with the local education authority in developing and implementing this plan.

### **Additional Information**

We endeavour to make our premises, curriculum and information accessible to all.

Our Accessibility Plan and Equal Opportunity Policy support our work in this aspect of school improvement.

Please let us know if there is anything we can do to improve our provision and try to inform us in advance of your visit if you have any special requirements.

We are able to provide:

- a member of staff to meet you on arrival and accompany you on your visit to our school
- a communicator/translator booked in advance of the visit for anyone who needs this service
- There are parking spaces provided on site but we will meet anyone who has difficulty walking long distances or wheelchair users at the school gate and accompany them into the school.

- a seat next to the aisle at school concerts and special events for anyone who needs ‘extra space’ or is a wheelchair user
- a disabled toilet with adapted hand wash facilities and plenty of space for moving about
- special dietary requirements can be catered for with advance notice
- Documents in a variety of languages provided by the translation service of Pembrokeshire Council.

We will try to make your visit as comfortable and enjoyable as possible.

As part of our overarching aim for pupils to fulfil their full potential across the curriculum we will endeavour to ensure that all children are given the necessary support to access learning in this area in line with our equal opportunity and disability scheme

## SCHOOL ACCESSIBILITY PLAN 2016 - 2019

**SCHOOL : Ysgol GWR Cilgerran**

**COMPLETED BY : G Richards**

**DATE : June 2016**

### ACCESSIBILITY PLAN OUTCOME – PART A

**Increasing the extent to which disabled pupils can participate in the school curriculum**

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<b>Short Term (1 Year)</b>  <b>School / Classroom organisation</b>  New Cornerstones Curriculum in place (2015) – continue to monitor and review in partnership with pupils.  Planning and differentiation of work to challenge the needs and ability of ALL learners  Promote teacher confidence in fully establishing dyslexia friendly classrooms  <b>Support for pupils</b>	Pupil feedback / School council work scrutiny shows positive feedback on the curriculum  Planning shows emphasis on challenge and differentiation.  Dyslexia friendly strategies evident in classroom observations  Advice implemented in	SMT  SMT and all teaching staff  ALNCo  ALNCo	Cornerstones Curriculum already purchased  £0  Training and observing best practice £360 – 2 x supply cost  £0	Work scrutiny Lesson observation  Scrutiny of teacher planning  Learning walks	

<p>Seek advice and support from specialist teachers and other professionals when needed.</p> <p>ALNCo arranges programme of LSA training to increase expertise.</p> <p><b>Identification of pupils with additional needs</b></p> <p>SEN register of children to be updated regularly. Monitored, reviewed and adapted throughout year.</p> <p>Class register of pupils needs to be updated</p> <p>Regular meetings with SEN team, headteacher and class teachers to evaluate progress</p> <p><b>Healthcare needs</b></p> <p>Ensure health care plans are in place. List of children with medical needs available for all staff electronically to ease with record update. ALNCo to make sure Health Plans are drawn up</p> <p><b>School Excursions</b></p> <p>Headteacher to liaise with the LEA to secure appropriate transport for</p>	<p>classrooms and through IEP</p> <p>LSA's confident in implementing strategies</p> <p>SEN register in place</p> <p>Register in teachers files and updated regularly</p> <p>Impact on the learning of the individual pupil</p> <p>Healthcare plans are in place</p> <p>Every pupil can access all curriculum excursions planned by the school</p>	<p>ALNCo</p> <p>ALNCo</p> <p>Class teachers</p> <p>ALNCo and class teachers</p> <p>ALNCo</p> <p>SMT</p>	<p>£0</p> <p>£0</p> <p>£0</p> <p>£0</p> <p>£0</p> <p>LEA cost for transport</p>	<p>Observation of intervention and classroom support</p> <p>ALNCo file to contain plans</p>	
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<p>wheelchair bound pupil –this will ensure that they can participate fully in all learning experiences</p> <p>Class teachers to involve ALNCo at early stage when planning class trips ALNCo and to look at each individual case.</p> <p>Seek specialist advice where necessary. Liaise with parent all through the process.</p> <p>Teachers and support staff receive appropriate training to ensure they have the skills and confidence to manage pupils’ needs</p>		<p>ALNCo and class teachers</p> <p>ALNCo</p>	<p>Supply cost £180 / day</p>		
<p><b>Medium Term (2 Years)</b></p> <p><b>Support for pupils</b></p> <p>Continue to arrange meetings and making pre-visits</p> <p>ALNCOo to train LSA’s to provide dyslexia support for individual children.</p> <p>Ensure that the correct use of multi visual areas challenges individuals’ need – effective use of multivisual equipment.</p>	<p>Parent feedback positive regarding transition to school</p> <p>LSA’s to implement strategies from training</p> <p>Learning environment is stimulating for the pupils</p>	<p>Head and reception class teacher</p> <p>ALNCo</p> <p>SMT</p>	<p>Supply for reception class teacher £180/day</p> <p>£0</p> <p>£0</p>		
<b>Long Term (3 Years)</b>					



<p><b>Support for Pupils</b></p> <p>Provide appropriate training to LASs to ensure they have skills base to meet pupils needs. This is linked with the performance management of school staff.</p> <p>Review health and safety policies and systems</p>	<p>Upskilling of support staff reflect the needs of the school that are identified in the self evaluation and closely linked to performance management and SDP</p> <p>Policies are current and reviewed</p>	<p>ALNCo and SMT</p> <p>SMT and Governing Body</p>	<p>£0</p> <p>£0</p>		
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# SCHOOL ACCESSIBILITY PLAN 2016 - 2019

**SCHOOL : Ysgol GWR Cilgerran**

**COMPLETED BY : Mr G Richards**

**DATE : June 2016**

## ACCESSIBILITY PLAN OUTCOME – PART B

**Improving the physical environment of schools to increase the extent to which disabled people can take advantage of education and associated services in schools**

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<b>Short Term (1 Year)</b>  Incline to the main door to be addressed for the ease of wheelchair access by the installation of a path across the front lawn of the school.  The door to the breakfast club to be changed  Install new signage for the breakfast club	Path in place  New door to breakfast club and new signage	GR to liaise with the LA	Budget to be derived from the SLA	Evidence gathered from stakeholder engagement – questionnaires etc.	

<p><b>Medium Term (2 Years)</b></p> <p>The school to take advice from the LA regarding installing shelter outside the main block in order to allow covered wheelchair access to the school hall.</p> <p>Widen the door into the hall in order to aid wheelchair access</p> <p>To install an intercom on the main school doors in order for wheelchair users to identify themselves to the school to gain access (the school to look at the cost of replacing the main doors with a door that has a push open button)</p>	<p>Access to wheelchair users to the main school hall in place</p> <p>Front entrance of the school to be wheelchair access friendly</p>	<p>GR to seek advice from Alan Hunt</p>	<p>Costings to be done after consultation with the LA – subject to finance committee approval</p>	<p>Accessibility audit to show improvement in accessibility for wheelchair users</p>	
<p><b>Long Term (3 Years)</b></p> <p>As and when the need arises to replace internal doors, and then the school will install wheelchair access push buttons.</p> <p>To develop a hard-core path to the school field to allow wheelchair access to the field</p>	<p>Access to the school field developed</p> <p>All internal doors to have a push button access</p>	<p>Head teacher and GR</p>	<p>Costings to be gathered regarding the path to the school field.</p>	<p>Stakeholder engagement to show improved satisfaction with the accessibility inside the school</p>	

# SCHOOL ACCESSIBILITY PLAN 2016 - 2019

**SCHOOL : Ysgol GWR Cilgerran**

**COMPLETED BY : G Richards**

**DATE : April 2016**

## ACCESSIBILITY PLAN OUTCOME – PART C

**Improving the delivery to disabled pupils of written information provided to pupils who are not disabled**

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<b>Short Term (1 Year)</b>					
Ascertain the need among parents/carers whether information is required in alternative formats	The needs of parents met and positive feedback to parent engagement	SMT	£0	Register of parents needs to be kept – subject to data safeguarding policy	
Ensure that all correspondence is available in email format in order for user to adjust font to suit needs	All information available in electronic format	SMT – Admin officer	£0	Parent email addresses to be gathered with pupil information at the beginning of the year	
Teacher's aware of which parents need verbal reminders		SMT – staff meeting	£0	Record kept in teacher files  Monitor impact via parent engagement questionnaire	
Develop staff and pupil skills to ensure Website contains more relevant information and update information	Website is updated and current	School Council All Teaching staff	supply cost for link teacher to receive training (£180)	School Website current and interactive School council to monitor its impact	
All written information to be		SMT	Printing	Keep a register of parent language and format requirements.	

available in hardcopy and/or electronic version in preferred language			costs		
<b>Medium Term (2 Years)</b>					
Notices would be placed at wheelchair height where needed	All notices at correct level	SMT – LA building maintenance	SLA Agreements	County Accessibility officer to survey that the school complies with current legislation	
Prospectus updated when required	Updated prospectus	SMT	£0		
Ascertain the need among parents/carers whether information is required in alternative formats	Positive parent / carer feedback	SMT – School admin officer	£0		
<b>Long Term (3 Years)</b>					
Ascertain the need among parents/carers whether information is required in alternative formats	Positive parent / carer feedback	SMT – School admin officer	£0		