

2020-2024

Accessibility Plan



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Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 4 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Ysgol Frongoch the plan will be monitored by the Headteacher/SLT and evaluated by the Standards Sub-Committee. The current plan will be appended to this document.

At Ysgol Frongoch we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Aims:

An accessibility plan is a plan for, over a prescribed period:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives (Strategic Equality Plan), and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governor Standards Sub-Committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Estyn during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2) Ysgol Frongoch is committed to providing an environment that enables full curriculum access that 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) The Ysgol Frongoch Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Ysgol Frongoch Accessibility Plan relates to the key aspects of curriculum, physical environment and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- Improve and maintain 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 within a reasonable timeframe;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Additional Learning Needs Policy
- Managing Medicines Healthcare Needs Policy
- Educational Visits Policy
- Strategic Equality Plan

6) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

7) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

There are no areas of the school to which disabled pupils have limited or no access at the moment. The front entrance has been widened [Summer 2021] and this is now fully accessible to all children/visitors.

Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible.

We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit

The school is housed in one large one-storey building. The school used Ty'n Fron kitchen for hot meals. This is accessed by steps, with a ramped entrance accessible via a different route [includes having to open/lock gates]. Most entrances to the school are either flat or ramped and all have wide doors fitted. In 2021-2022 the school/DCC have planned for the one remaining classroom without an entrance onto the playground to have a door fitted [completed Feb 22]. The main entrance features a secure lobby and has a signing in system that is fully accessible to wheelchair users. Whilst we acknowledge that the size of the school site could potentially present challenges, we make reasonable adjustments as the need arises. The school does have some dedicated visitor parking, though 2 Disabled spaces are clearly marked- 1 in the main staff car park and one in the visitor car

park which is used mainly by Frongoch/TONant parents. There are accessible toilet facilities available this is fitted with a handrail, hoist and an emergency pull cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed regularly and/or as children's needs change.
- We make links with other schools to share best practice through regular ALNCo network meetings and other communications as needed.

Action plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils (and prospective pupils) with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Infant school providers to prepare for the new intake of children into Yr 3 each year.	To identify pupils who may need adapted or additional provision.			Provision set in place ready for when the child/ren start school.
To liaise with educational establishments to prepare for the intake of new children who transfer mid-year.	To identify pupils who may need adapted or additional provision.			Provision set in place ready for when the child/ren start school.
To review policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.			All policies clearly reflect inclusive practice and procedures.
To maintain close liaison with parents.	To ensure collaboration and information-sharing between school and families.			Clear collaborative working e.g. regular meetings, reviews and action planning.
To maintain close liaison with outside agencies for pupils with ALN.	To ensure collaboration between all key personnel.			Clear collaborative working e.g. regular meetings, reviews and action planning.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision.	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation plans are clear and that staff are capable of carrying them out.			Evidence that appropriate considerations and reasonable adjustments have been made.

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical school environment. Access via front entrance for all Class 5 to have exterior door allowing for flat entrance/exit	The school will take account the needs of the pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises i.e. improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	2021-2022		Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out.			As full as possible inclusion for all pupils. Safe evacuation in an emergency.

Aim 3: To improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents/carers and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.			Evidence that appropriate considerations and reasonable adjustments have been made.
Ensure that reasonable adjustments are made for parents/carers with a disability, medical condition or other access needs so as they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.			Evidence that considerations and reasonable adjustments have been made, so that parents can fully support their children.