

Accessibility policy – Ysgol Gatholig Padarn Sant - 2023-2026



Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the 2021 Additional Learning Needs Code for Wales. It draws on the guidance set out in

[The Equality Act 2010](#)

Definition of additional learning needs

A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

Definition of accessibility

Accessibility is the removal of barriers to learning, so that all children and young people are able to achieve their potential in a socially, physically and emotionally inclusive environment.

Our aims

The overall purpose of this accessibility plan is to eventually ensure that pupils with additional learning needs have total access to our educational setting's environment, curriculum, activities and information.

Specifically, we aim to:

- show how we intend to increase accessibility to our school's physical environment, curriculum, activities, and written information so that all pupils with additional learning needs can take full advantage of their education and associated opportunities.
- reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with additional learning needs.
- provide every pupil with the opportunity to access an inclusive and positive educational experience, recognising that every child is unique.
- supporting their development in accordance with their physical, social, emotional, and educational needs.

Accessibility plan

This policy will be accompanied by a three-year accessibility plan, which will set out the school's specific accessibility outcomes and what steps will be taken to implement them over the plan's duration. The plan will be reviewed regularly and reasonable adjustments will be made, wherever practicable.

Our duty of care

The school recognises its duty of care:

- not to discriminate against pupils with additional educational needs in their admissions and exclusions, and in the provision of education and associated services
- not to treat pupils with additional learning needs less favourably
- to take reasonable steps to avoid putting pupils additional learning needs at a substantial disadvantage
- to publish an accessibility policy and plan

- to recognise and value parents/carers' knowledge of their child and the support they may need to carry out normal activities.
- to respect the parents'/carers' and child's right to confidentiality.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against pupils with a disability in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting pupils with a disability and / or additional learning needs at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting recognises and values the young person's knowledge/parents' knowledge of their child's disability; recognises the effect their disability has on his/her ability to carry out activities; respects the parents' and child's right to confidentiality.
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for pupils with a disability and/ or pupils with to the school curriculum

Physical inclusion – The removal barriers created by the physical environment to allow pupils to engage alongside their peers, in all areas of school life to access the full curriculum and extra-curricular activities.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the Curriculum for Wales, which underpin the development of a more inclusive curriculum. This may be achieved by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- reducing and eliminating barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- including access to teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visit
- school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and ALN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Improving access to the physical environment of the school

- This includes improvements to the physical environment of the school and physical aids to access education.
- The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Improving the delivery of written information to disabled pupils

Access to information – To provide information in formats which are suited to the needs of pupils and families.

- This includes ensuring that school policies and procedures are easily available in alternative formats if required.
- This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events.
- The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Communication and transparency – Taking a participatory approach when formulating proposals concerning education provision and consulting with stakeholders when making decisions.

- This includes being open and honest about what can be expected or achieved.
- The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Summary: The school will:

- Develop, publish, and regularly review their school accessibility plans.
- Identify all pupils and known prospective pupils who face barriers to learning and full participation.
- Ensure an internal access audit has been completed and incorporate the outcome into school planning.
- Seek to include minor building works or developments to improve accessibility, identified by the school, or through the access audit, into the school development plan.
- Continue to develop approaches to the differentiation of the curriculum to enable increased access for pupils with disabilities.
- Audit staff training needs in relation to increasing participation in the curriculum
- Audit pupil, and prospective pupil, needs in relation to the wider provision of school, including after school clubs, leisure, sporting and cultural activities and school trips.
- Review and audit regularly the school's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility.
- Consider, on a planned basis, how to improve accessibility through reorganising or rearranging aspects of the school environment without
- physical adaptation or building work. Seek to develop and share good practice in this area and access the opportunities provided by the local authority and other schools to facilitate this process.

Linked Policies

This Plan will contribute to the review and revision of related school policies e.g.

- School Development Plan
- Staff training and development plan
- ALN policy
- Equal Opportunities policy

- Curriculum policies

Ysgol Gatholig Padarn Sant's Accessibility Plan

Measures are in place to try to ensure that our school does not discriminate against disability.

- Ramped access from the end of the school drive to the main entrance of both main buildings.
- Disabled ramp with handrail installed at rear entrance to the school.
- Disabled toilet installed.
- Shower facility installed.
- School Hall included two fire exits suitable to allow wheelchair access.
- Padarn Sant Door is now the main entrance to allow wheelchair access and fob keypad installed at the side of the Padarn Sant door to allow easy use to anyone in a wheelchair.
- Disabled ramp with handrail installed to the hall patio allowing access to the school hall.

Improvements still required –

Action Plan –

- Access to the first floor of the main school building (costs are likely to be prohibitive, as it will possibly mean the installation of a lift).
- Access to the area at the rear of the school where the outside learning area (Top Court) is located (costs are likely to be prohibitive).
- Annually review the suitability of furniture and equipment in all areas.
- Establish one or two disabled parking bays.

The purpose of this accessibility plan is to show how the school access is to be improved for pupils/students, staff, and visitors with disabilities in a given timeframe. It is anticipated that the need to make reasonable adjustments wherever practicable will be fulfilled.

Plan reviewed – Summer Term 2023

Date for next review – Summer Term 2026