



Accessibility Plan

Date Policy formally approved by Governing Body: 11th July 2018

Date Policy becomes effective: 11th July 2018

Review Date(s): Summer 2021
Next review Summer 2024

Person(s) responsible for implementation: Headteacher & Chair of Governors

Signed (Deputy Headteacher) Mr Simon Edwards 7.7.2021

Signed (Chair of Governing Body) Mr Emlyn Jones 7.7.2021

Equality Impact Assessment
Date 10.07.2018

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1. Aims

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

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.

We value equality and diversity and are committed to ensuring that no-one is treated less favourably for reasons that cannot be justified on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on grounds of Welsh language.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. This includes input from the following departments or agencies:

- Education Inclusion Department of Wrexham County Borough Council (this department embodies Behaviour Support and the Educational Psychology Service)
- Neurological, Speech & language, Physiotherapy, Occupational Therapy & Specialist Nurse Practitioner teams within the Wrexham Maelor Hospital and other neighboring hospitals as appropriate.
- Health and Safety Lead Officer of Wrexham County Borough Council
- Senior Performance Improvement Partnership Officer of Wrexham County Borough Council with a lead for Equalities
- Access and School Places Lead of Wrexham County Borough Council

If you have any concerns relating to accessibility in school, the school's complaints policy sets out the process for raising these and other concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, Resourced Provision teacher and the School Council.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#).

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.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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.

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.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Interactive whiteboards are available in all classrooms</p>	<p>1. Collate a Resource Bank for pupils with Sensory Disabilities.</p> <p>(Long Term)</p>	<p>Resources to be identified and a pack made available of any free resources. A list will be produced to include other resources that may be available at a cost. The list will:</p> <ul style="list-style-type: none"> • Identify the Resource • Identify the supplier of the resource and their contact /ordering details • Identify any resources in school & their location • Identify the sensory disability the resource targets. <p>Zero cost implication</p>	<p>ALNCo & Resourced Provision Teacher</p>	<p>Ongoing objective</p>	<p>A comprehensive list of resources available and how they can be accessed will be available to all.</p>

		<p>2. Text to speech software and accompanying required equipment such as headphones to be made available to any pupil identified as requiring it. (Medium Term)</p> <p>3. Specific key board/laptops are purchased as required. (Long term)</p>	<p>IT co-ordinator to explore options available to schools.</p> <p>Software to be installed on ipads and computers if as a free download. If the software needs to be purchased, details of this are to be retained and passed onto the ALNCo for use as the need arises. Zero cost implication if obtained as a free download rising to a maximum of £500.00 if required.</p> <p>Costs of keyboards start from approximately £25.00</p>	<p>I.T. Co-ordinator ALNCo</p>	<p>As required</p>	<p>Text to speech software can be accessed by all pupils that require it to access the curriculum without a delay in it being obtained.</p> <p>If a child requires such resources, they will be purchased when necessary.</p>
<p>Improve and maintain access to the physical environment</p>	<p>Hafod y Wern School moved into a new purpose built single storey school building in January 2017. The building was constructed to be fully compliant with the requirements of the act and the environment meets the needs of pupils as required.</p> <p>This includes:</p>	<p>1. To ensure Library Shelves across the school are wheelchair accessible (short term)</p>	<p>1. Specific dimensions for gaps to be researched and Library shelving to be repositioned. Zero cost implication.</p> <p>2. Relocation of shelves to be considered if spaces of repositioning is not sufficient.</p>		<p>As required to meet specific needs of individual pupils</p>	<p>Pupils who use wheelchairs will be able to access library shelves unaided.</p>

	<ul style="list-style-type: none"> • Corridor width • Door Width • Disabled parking bays • Level entrances • Disabled toilets and changing facilities • Access to all areas of school building 	<p>2. To ensure internal and external signage is compliant with the act (short term)</p>	<p>Liaise with Access and School Places Lead at Wrexham County Borough Council regarding school being included promptly in the current scheme of works being conducted in this area when it is rolled out to schools. Act on advice arising from the scheme of works in replacing or adding to signage as required. Cost implication will vary from zero to £2,000.00</p>	<p>Sheila Groom (Caretaker) Simon Edwards (Headteacher) Sarah Hudson (Administrator)</p>	<p>March 2022</p>	<p>Confirmation will be received from Local Authority that the signage is all now compliant with the act as required following participation in the scheme of works.</p>
		<p>3. To create wheelchair-accessible pathways around both the Mentoring Garden and Foundation Phase Garden and enhance some areas that are already accessible in the interim. (Long term)</p>	<p>Quotes to be obtained from contractors re cost and timescales of work required. Outside funding in the form of grants to be researched and applied for. Information to be obtained from Local Authority as to any help they could provide in terms of contractors. Cost implication has been estimated to be upwards of £5,000.00. This can be revised when quotes have been received.</p>	<p>Sheila Groom (Caretaker) Simon Edwards (Headteacher) Sarah Hudson (Administrator) Katherine Minson (Foundation Phase Leader)</p>	<p>Ongoing</p>	<p>Wheelchair users will be able to access both gardens unaided. Enhanced outdoor provision currently available. Benches are not screwed to floor so all outdoor tables are accessible to all pupils.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources including all National Test papers • Positioning of pupils in classrooms • Non Verbal Gestures • Pictorial Cues • Staff trained in Makaton, a variation of sign language • Elimination of background noise from learning areas 	<p>1. Ensure that sufficient staff members are trained in Makaton (Short – Medium Term)</p>	<p>Training timetable and record to be collated. Training up to the appropriate level to be booked for identified staff. Cost Implication approximately £80.00 per session per person. (2 sessions would cover up to Level 4)</p>	<p>Resource Provision Teacher</p> <p>ALNCo</p> <p>Sarah Hudson (School Administrator)</p>	<p>September 2022 and Ongoing</p>	
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Strategic Equality Plan and
- Special educational needs (SEN) information report
- Healthcare Needs policy

Appendix 1: Accessibility audit

The table below contains some examples of features that the school might assess as part of an audit of the school's physical environment.

It has been confirmed by Wrexham County Borough Council that, as a new build school, the premises are fully compliant with the requirements of the Act and that no Accessibility Audit is required to date.

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				