

Inspiring Ambition



Ysgol Gynradd Gymuned
PENYRENGLYN
Community Primary School

Accessibility Plan 2023-2026



CYFLAWNI **TEGWCH** A RHAGORIAETH
MEWN **ADDYSG** A **GWELL LLES** | BAWB
EQUITY AND EXCELLENCE IN EDUCATION
AND ENHANCED **WELLBEING** FOR ALL

Penyreglyn Community Primary School

Inspiring Ambition



Ysgol Gynradd Gymuned
PENYRENGLYN
Community Primary School

Accessibility Plan

3 Year Period Covered by the plan: 2023-2026

Date Ratified by GB: 24/10/23

Date Implemented: 25/10/23

Annual Review Date 1: Autumn 2024

Annual Review Date 2: Autumn 2025

Full Review Date: Autumn 2026

	Print Name	Signed	Date
Headteacher	Mrs Michelle Hutchings		
Chair of Governors	Mrs Tammy Llewellyn		
Chair of Health & Safety Committee	Mrs Leanne Pritchard		
Health & Safety Committee	Mrs Jayne Jones		
Health & Safety Committee	Miss Samantha Bury		
Health & Safety Committee	Mr Gary Coston		



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EQUITY AND **EXCELLENCE** IN **EDUCATION**
AND **ENHANCED WELLBEING** FOR ALL

Rhondda Cynon Taf CBC

Education and Inclusion Services Directorate

Penyrenghlyn Community Primary School

ACCESSIBILITY PLAN

3 YEAR PERIOD COVERED BY THE PLAN: 2023-2026

Inspiring Ambition



Penyrenghlyn Community Primary School

ACCESSIBILITY PLAN 2023-2026

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Foreword

At Penyrenglyn Community 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.

Mrs M Hutchings
HEADTEACHER

Mrs T Llewellyn
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.

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

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

The school vision:

Penyreglyn Community Primary School puts well-being at the heart of everything we do where everyone works together in a safe and supportive learning environment in which adults and children strive to fulfil their potential. We are committed to providing an education of excellence that will inspire ambition and creativity to achieve academic and personal success and produce successful, well-rounded individuals.

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 Objective 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

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

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 nondisabled 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 Penyrenglyn Community Primary School Accessibility Plan has been developed through consultation with pupils, parents/carers, staff, governors and other relevant stakeholder 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: Staff 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

The lead for the Accessibility Plan in Penyrenghlyn Community Primary School is Mrs M Hutchings.

PENYREGLYN COMMUNITY PRIMARY SCHOOL
ACCESSIBILITY PLAN FOR 2023-2026

Date of Issue: Autumn 2023

First review of the Accessibility Plan: Autumn 2024

Second review of the Accessibility Plan: Autumn 2025

Final Review of the Accessibility Plan: Autumn 2026

Improvement Priority 1: Ensuring compliance with the Equality Act 2010							
Outcome	Action to ensure outcome	Person responsible	Long, medium or short-term	Completion date	Costings & resources	Monitoring & evidence	Impact statement/ evaluation
Accessibility Plan in place	Complete Accessibility Audit Tool and use findings to create Accessibility Plan. Share on website.	HT ALNCO	ST	October 2023	Nil	Is the Accessibility Audit Tool and Plan for 2023-2026 completed and placed on website? Has the HT & ALNCO ensured the voices of ALN & disabled pupils, their families and other stakeholders (e.g. SNSA staff) were heard to	Accessibility Audit Tool and Plan for 2023-2026 completed and placed on website. HT & ALNCO ensured the voices of ALN & disabled pupils, their families and other stakeholders

						support creation of plan.?	(e.g. SNSA staff) were heard to support creation of plan.
Awareness of Equality Act 2010	Complete Strategic Equality Plan 2022-2026 & publish on website.	HT	ST	December 2023	Nil	Has the Strategic Equality Plan 2022-2026 been completed and placed on website?	Strategic Equality Plan 2022-2026 completed and placed on website.
ALN information report	ALNCO to seek advice on what this is, action and publish on website with links to local provision	ALNCO	ST	December 2023	Nil	Is the ALN report linked to local provision published on website?	
Pupils involved in recruitment process.	Pupils from 'Y Senedd' to be involved in recruitment process.	HT Pupil Voice Lead	LT	Ongoing	Nil	Does the HT, ALNCO/Pupil Voice Lead ensure ALN & Disabled pupils are involved in the Pupil Voice Groups and, where appropriate, representatives of Y Senedd engage with prospective	HT, ALNCO/Pupil Voice Lead ensures ALN & Disabled pupils are involved in the Pupil Voice Groups and, where appropriate, representatives

						candidates (walk around / School Council interview)?	of Y Senedd engage with prospective candidates (walk around / School Council interview)
Improvement Priority 2: Improving physical 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
Car park has designated disabled parking Bay	Contact LA to paint a Disabled Parking Bay in car park	HT LA	ST	December 2023	Cost for disabled marking sign	Is there a Disabled marking sign featured in a car park space?	Disabled marking sign featured in a car park space.
Emergency and evacuation system is accessible to all	HT & ALNCO to ensure Fire Evacuation Procedures are clearly written and include arrangements for ALN/Disabled pupils.	HT ALNCO	ST	October 2023	Nil	Are the Fire Evacuation procedures accessible to all?	Fire Evacuation procedures are accessible to all
Continue to ensure physical	Regular Health and Safety walks	HT	MT	Ongoing	Day to Day Repairs	Is the school environment well	Well maintained and accessible

<p>environment including accessible toilets and changing facilities for children with additional needs is maintained eg the disabled toilet / changing bed facilities / shower room</p>	<p>with Caretaker and Health and Safety Committee. Regular Health and Safety training for all staff.</p>	<p>H&S Premises GB Committee Corporate Estates</p>				<p>maintained and accessible?</p>	<p>school environment See Premises Committee Meeting minutes Caretaker H&S walks/checks</p>
<p>Signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties to ensure the safety of pupils with a visual impairment and</p>	<p>Incorporate Braille for pupils with Visual Impairments when necessary Incorporate pictures for pupils with communication needs when necessary</p>	<p>Teaching and support staff LA A&I</p>	<p>MT</p>	<p>Ongoing</p>	<p>Braille costs Picture costs</p>	<p>Is Braille incorporated in signs, highly visible markings? Are pictures used in signs?</p>	

communication needs							
Improvement Priority 3: An inclusive setting							
Outcome	Action to ensure outcome	Person responsible	Long, medium or short-term	Completion date	Costings & resources	Monitoring & evidence	Impact statement/ evaluation
Accessible signage used throughout the setting	Seek LA advice on accessible signage	HT LA	ST	December 2023	Cost for signage	Are accessible signage used throughout the setting?	
Attendance Policy	Update attendance policy	HT FEO GB	ST	December 2023	Nil	Has the Attendance Policy been updated and shared on website?	Attendance Policy updated and shared on website
Improvement Priority 4: 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
Continue to provide regular and updated training to school staff on disability and	Continue with a comprehensive programme of training offered to school staff covering all	HT A&I School Nurse	MT	Ongoing	Training costs Supply cover	Training Records Staff Meeting minutes	Training led by ALNCo to whole staff – PCP, OPPs, Universal Provision. Risk Assessments,

<p>ALN needs so they know how these needs can be met.</p>	<p>aspects of extended curricular access and inclusion, eg ALN Disability Behaviour Management Manual handling Diabetes Allergies Epilepsy Team Teach</p>						<p>Positive Handling Plans, Health Care Plans</p> <p>All staff received Emergency 1st Aid @ Work L3 (RQF) training.</p> <p>All staff received Team Teach training</p> <p>5 members of staff have received Paediatric training 1st aid L3 (RQF)</p> <p>8 members of staff have been Manual Handling of pupils trained.</p> <p>All staff undertook Type 1 diabetes training</p>
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							<p>All staff have undertaken anaphylaxis training</p> <p>7 members of staff have undertaken food safety Level 2 training</p> <p>4 members of staff have received gastrostomy feeding training</p> <p>2 members of staff are designated First aiders.</p> <p>HT & FEO have undertaken epilepsy training</p> <p>School Clerk & FEP received Administrating</p>
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							Medication training
Continue to ensure the ALN funding delegated to schools is used as effectively as possible to facilitate access to schools, activities and the curriculum	Track use of funding and impact.	HT ALNCo A&I	ST	Ongoing	ALN Funding	Pupil outcome data	Each year, ECF is used to fund Level 1 & Level 3 LSAs across the school to support pupils in class. We also use ECF funding to support 1:1.
Pupils with disabilities are encouraged to fully participate in the curriculum including after and out of school activities	Make further reasonable adjustments where appropriate	HT	LT	Ongoing	Cost of additional support if required	Disabled pupils are participating fully in the curriculum, sporting and cultural events, in after school clubs and out of school activities such as the residential trip to Llangrannog/Manor Adventure.	All pupils participate fully in the curriculum, sporting and cultural events including after school clubs and residential trips. Regular meetings held with a parent for completing and updating a Risk

							Assessment
Attainment gap and Progress of ALN/SEN pupils regularly monitored	ALNCo to monitor progress of ALN pupils during termly MER cycle.	HT ALNCO Assessment Lead	MT	Ongoing	Supply cover	MER Cycle feedback Interventions progress charts	Every aspect of the MER cycle includes a focus on the progress of pupils with ALN Pupils with SEN progress is tracked through the interventions they receive.
Transition from setting to setting is carefully planned and personalised for pupils with ALN	ALNCo to work with ALNCo @ Treorchy Comprehensive School to carefully implement a successful transition plan	ALNCo	ST	Summer Terms 2024 & 2025	Supply costs	Good transition arrangements in place. Extra transition to be arranged if necessary	Very good transition arrangements are in place for Y6-7 transition. TCS provide 2 x extra transition days for vulnerable pupils.

Improvement Priority 5: Improving access to information, advice and guidance

Outcome	Action to ensure outcome	Person responsible	Long, medium or short-term	Completion date	Costings & resources	Monitoring & evidence	Impact statement/ evaluation
ALN Information and Accessibility Plan online and in hard copy format if requested	Up-to-date ALN Information & Live Accessibility Plan to be published on website	HT ALNCo	ST	Ongoing	Nil	Is the Information & Plan available to view?	ALN information updated in ARP every year, which is published on the website. Accessibility Plan is on the website
Continue to promote RCT's Access and Inclusion Service and SNAP Cymru to parents/ carers	Make parents/ carers who need the support of additional services aware of what is available to them	HT ALNCo FEO	ST	Ongoing	Nil	Are the links on the website under ALN?	Links on website
Communication channels & review processes enable two way information sharing with families	DOJO messaging service allows replies. Parent have opportunities to share at review meetings.	HT	ST	Ongoing	Nil	Do we have a Two-way information sharing platform?	DOJO system Parent/Carer Meetings IDP Review meetings

	Parents can email the school.						
Information available in a variety of languages	When needed / if required, provide information in the language of request	HT A&I	MT	Ongoing	Translation Costs	Parents/ Carers receive documentation in the language of their choice	DOJO system allows parents to translate the messages into a language of their choice. Use of Google translate.
Information available in a variety of formats including - 'easy read' - large print - symbols - audio	Provide all staff with the Workwell See it Right Guidelines When needed/ required, provide information in the format requested	HT A&I	MT	Ongoing	Costs of conversation to format requested	Parents/ Carers receive documentation in the format of their choice	
Pupils know who they can contact for information advice and support	Review and updated pupil safeguarding posters displayed around the school	HT	ST	Ongoing	Nil	Do pupils know who they can contact for advice and support?	Updated pupil safeguarding posters on display throughout the school