



CYFLAWNI **TEGWCH** A RHAGORIAETH
MEWN **ADDYSG** A **GWELL LLES** | BAWB

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

Rhondda Cynon Taf CBC

Education and Inclusion Services Directorate

COEDPENMAEN PRIMARY SCHOOL
ACCESSIBILITY PLAN 3 YEAR PERIOD COVERED BY THE PLAN:
2022-2025



Date of approval by the governing body: Spring Term 2023
Date of annual review: Spring Term 2024
Date of full review: Spring Term 2025

COEDPENMAEN PRIMARY SCHOOL ACCESSIBILITY PLAN 2022-2025

Contents

Section	Content	Page Numbers
	Foreword	3
1.	Introduction	4
2.	Key Objective of the Accessibility Plan	5
3.	Legislation and Guidance	5
4.	Roles and Responsibilities	6
5.	Engagement	6
6.	Information from Pupil Data and School Audit	8
7.	Staff Professional Learning	8
8.	Publishing and Monitoring Outcomes	8
9.	Links with other Policies/Plans	9
10.	Strategic Leadership	9
Appendix 1	Accessibility Plan Improvement Priorities	

Foreword

At Coedpenmaen 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.

Miss Arianne Ansell-Jones
HEADTEACHER

Cllr Mike Powell
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.

School Motto

*Together we care,
Together we learn,
Together we achieve.*

‘Gyda’n gilydd rydym yn gofalu, dysgu a chyflawni’

Vision Statement

‘At Coedpenmaen we strive to develop a love of learning through a challenging and engaging curriculum inspired by our learners. Our vision is driven by the four purposes where pupils’ happiness and wellbeing are at the heart of our school which enables successful futures.

At Coedpenmaen we equip our learners with the skills, knowledge and experiences through authentic and purposeful activities. With a safe, supportive and inclusive environment all learners are encouraged to reach their full potential with values rooted in Welsh language and culture.’

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, 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 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 Coedpenmaen 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
- Supporting pupils with Healthcare needs Policy
- Curriculum Policy
- Health and Safety Policy
- Anti-bullying Policy.

Section 10: Strategic Leadership

The lead for the Accessibility Plan in Coedpenmaen Primary School is Mrs Beth Griffiths.

Further information can also be provided by the Headteacher if required.

COEDPENMAEN PRIMARY SCHOOL ACCESSIBILITY PLAN FOR 2022-2025

Date of Issue: Autumn 2022 **First review of the Accessibility Plan:** Autumn 2023

Final Review of the Accessibility Plan: Autumn 2025

Improvement Priority 1: 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
A broad balanced curriculum for all pupils, ensuring that it is appropriately differentiated to ensure that all young people with ALN and/or disabilities can take part in learning activities fully and effectively alongside their peers	Review and revise current curriculum maps	All staff	Long-term	Summer Term 2023 and every Summer Term following Summer Term 2023 and as needs arise.	£500 Potential subscriptions/Supply costs for staff to be out of class to review plans. Training log/Professional reading log.	Topic maps Curriculum Roll out Journey	
	Continue to raise awareness of legislation and obligations regarding pupils with a disability/ALN amongst staff and Governors.	Beth Griffiths Sam Griffiths	Long- term				
	Differentiation training for all staff from Gareth Coombes	Carley Walters	Short-term	Spring Term	£225/£265	Differentiation training notes Staff meeting notes	

						Lesson Observations	
Young people who face barriers to learning are clearly identified and there is a clear response to individual learners' requirements for curriculum access in order to remove these barriers to learning through appropriate planning.	Through Annual Review meetings/IDP meetings and external agencies identify barriers to learning and seek advice on support needed. Work closely with RCT Access and Inclusion Services i.e BSS, MEAS, ASD, Physical&Medical planning.	Beth Griffiths	Long- term	Reviewed and adapted through statement or IDP review meetings and external agency visits	£100 supply cost per annual review to cover Staff attending meetings.	Portal Annual Reviews IDPs Training log EAL Assessments	
A provision map for all young people with ALN, which includes a variety of strategies, interventions and approaches appropriate to a range of learning styles is in place to ensure that they respond to the diverse range of individual needs within the school	ALNCO to attend Provision map training events from RCT. ALNCO to complete the RCT template for ALP provision termly. Share provision map with all staff.	Beth Griffiths Beth Griffiths Beth Griffiths	Short term Long- term Long-term	Thursday 17 th November 2022 Spring term 2023 and every term moving forward. Spring term 2023 and every term moving forward.	£0 RCT Provision map	RCT Provision map sent to RCT termly Provision map reviewed termly	

community, and is reviewed regularly.							
Staff are fully aware of the needs of young people with ALN/disabilities by means of a one-page profile.	<p>Through the statement review/IDP process – one-page profiles are reviewed and a detailed one-page profile is written for all pupils with ALN.</p> <p>One-Page profiles shared with staff.</p>	Beth Griffiths	Long-term	<p>Reviewed and adapted through statement or IDP review meetings</p> <p>Shared with staff at the start of the academic year and when reviewed.</p>	£100 supply cost per annual review to cover Staff attending meetings.	<p>Annual review meetings/IDP review meetings</p> <p>One page profiles</p>	
Technological support is in place to enable access to the curriculum where the cost is less than £500.	<p>Monitor provision of pupils and review equipment used and needed.</p> <p>Audit training needs of staff.</p> <p>Seek advice from specialists attending annual review/IDP</p>	Beth Griffiths Sam Griffiths Sam Grba	Long-term	<p>Reviewed and adapted through statement or IDP review meetings and external agencies.</p> <p>Autumn Term</p> <p>As and when needed.</p>	Costs to be looked at as and when needed.	<p>ICT Audit</p> <p>Training Audit</p> <p>Annual Reviews</p> <p>IDP reviews</p> <p>Meetings with external agencies</p>	

	meetings or outside agencies of any technology needed.						
The needs of individual pupils prior to admission are considered and, where necessary, plans in partnership with other agencies to meet these needs are also in place.	To inform the LA with as much notice as possible when pupils with disabilities/ALN/Barriers to learning transfer to/from school.	Beth Griffiths Sarah Hier	Long-term	As and when Admissions requests happen.	Costs dependent on needs	Admission records Portal Sims	
Improvement Priority 2: Improving 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
Accessibility Audit carried out regularly.	Carry out the toolkit and feedback information into Accessibility Plan	Beth Griffiths	Long-term	Annually – Spring Term	£0 RCT accessibility tool	Accessibility Tool Accessibility Plan	
Reasonable adjustments are made so that young people with ALN/disabilities are able to access the curriculum and wider school site, e.g. schools should seek to re-organise	Ensure procedures for administration of medicines to pupils are in line with the Health Needs Policy Healthcare plans in place for all pupils who require regular medication in school.	Headteacher Beth Griffiths	Long-term	Annually	Costs dependent on need	Health Needs Register – SIMS Health care Plans Audit of provision Training Log Portal	

teaching spaces and timetable wherever possible if some teaching rooms are inaccessible to individual pupils, visual 14 and auditory requirements need to be implemented in line with specialist advice	Appropriate training provided to staff where necessary.	Headteacher					
	Audit current and future needs of accessibility of the building – Physical adaptations carried out when appropriate and necessary.	Headteacher					
	Ascertain the need for reasonable adjustments for pupils through discussions with external agencies.	Beth Griffiths					
	During any future refurbishment of the school building ensure that work carried out comply with Disability requirements.	Headteacher					
Staff facilities do not substantially disadvantage a disabled employee compared to a non-disabled person. Therefore, reasonable adjustments need to	Ascertain the need for any reasonable adjustments during staff inductions.	Headteacher	Long-term	Staff Inductions or when requests are made.	Costs dependent on need	SIMS – Staff records	

be made in these situations.							
When admitting a disabled pupil all planning is done well in advance. The needs are considered of the individual pupils and the works required and communicated with the Access and Inclusion Service and Integrated Transport Unit about the changes required.	To inform the LA with as much notice as possible when pupils with disabilities/ALN/Barriers to learning transfer to/from school. Work with Access and Inclusion services	Beth Griffiths Sarah Hier	Long-term	As and when Admissions requests happen.	Costs dependent on needs	Admission records Portal Sims	
The main entrance, administration area, hall and visitor toilet facilities are accessible to disabled visitors, e.g. for external users and parents' evenings in order to comply with the requirements of the current Disability and Equality legislation.	Continue to monitor main entrance, administration area, hall and visitor toilet to ensure facilities are accessible to all. Ascertain the need for reasonable adjustments to be made for visits to school by parents/carers e.g. concerts, consultation evenings.	Headteacher All staff	Long-term	As and when need arises.	Costs dependent on needs	Letters Class dojo	

	Include a sentence on all letters/notifications when inviting parents/carers to attend school functions. E.g. 'If you have any special requirements which we need to consider, please contact the school office'.						
The emergency evacuation procedures take into account the needs of disabled pupils or disabled visitors.	<p>Ensure the needs of pupils are considered when revising emergency evacuation procedures.</p> <p>Contact Access and Inclusion service for advice as and when needed.</p>	Headteacher Caretaker	Long-term	Annually September	£0	Fire evacuation procedure Fire exit plan	

Improvement Priority 3: Improving access to information

Outcome	Action to ensure outcome	Person responsible	Long, medium or short-term	Completion date	Costings & resources	Monitoring & evidence	Impact statement/ evaluation
Support and advice from the Learner Support Service sensory team is sought around alternative formats to meet the ALN of sensory learners.	<p>Work alongside Access and Inclusion as well as Occupational Therapy to support learners with sensory needs</p> <p>Share Sensory Passports with staff.</p> <p>Attend Sensory Training courses as and when needed.</p>	Beth Griffiths	Long term	<p>As and when needs arise</p> <p>Passports to be shared annually or when a need arises.</p>	£500 for sensory training events	<p>Training logs</p> <p>Portal</p> <p>Sensory Passports</p> <p>OT advice</p> <p>ASD team advice/reports</p>	
One-page profiles are used to ensure staff are aware of the needs of young people in order to provide information in the correct format	<p>All pupils to have a one-page profile with information shared from home.</p> <p>ALN pupils to have a detailed one-page profile</p>	<p>All staff</p> <p>Beth Griffiths</p>	Long term	<p>One page profiles reviewed every September.</p> <p>ALN profiles reviewed in line with review meetings.</p>	£0	One-page profiles	

Information provision is reviewed and audited in school to ensure that it is accessible to all.	<p>Ascertain the need among parents/carers whether information is required in alternative formats.</p> <p>Work closely with Access and Inclusion to ensure information is accessible to all pupils.</p>	<p>Headteacher Sarah Hier</p> <p>Beth Griffiths</p>	Long-term	<p>On entry with admissions</p> <p>As and when need arises.</p>	£0	Admission forms Portal	
---	---	---	-----------	---	----	------------------------	--