

# Ysgol Gynradd Herbert Thompson

## Accessibility Plan 2022-2025

### Definition of Disability

The Disability Discrimination Act 1995 (DDA) defines a disabled person as: “*someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities*”.

The definition covers students with physical (including sensory), intellectual or mental impairments.

The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, dyspraxia, diabetes or epilepsy, students who are incontinent, or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy.

The definition also covers certain medical conditions when they have a long-term and substantial effect on students’ everyday lives.

### 1. Access to the Physical Environment

	Targets	Strategies	On track	Start	End	Responsibility	Success Criteria
<b>Short Term</b>	<ul style="list-style-type: none"> <li>Ensure that the lift into the school is functional for purpose</li> </ul>	Remedial work required immediately and then regular checks routinely throughout the year.	✓	March 22	Ongoing	Headteacher Estates Manager	<ul style="list-style-type: none"> <li>The Foundation block is accessible to all pupils, parents and visitors.</li> </ul>
	<ul style="list-style-type: none"> <li>School staff and specialist teachers are aware of the access needs of children, staff and parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>Staff discuss access needs during Learning Reviews and more often as needed.</li> <li>Make the LA aware of changing needs of individual learners who may require</li> </ul>		Ongoing (initial review in March 22)	Ongoing	All staff SOP Specialist teachers	<ul style="list-style-type: none"> <li>Individual plans in place for all relevant pupils and all staff aware of pupils’ access needs.</li> <li>List of all relevant stakeholders and access needs held centrally.</li> </ul>

	<ul style="list-style-type: none"> <li>School staff are fully aware of access issues</li> <li>Ensure that all disabled pupils can be safely evacuated</li> </ul>	<p>access to additional facilities as they progress through the school.</p> <ul style="list-style-type: none"> <li>Put requests into SOP for accessibility changes to school as needed.</li> <li>Create access plans for individual children as part of IDP process, when and where necessary and review often.</li> <li>Create a list of parents/visitors with disabilities and access needs.</li> <li>Put in place Personal Emergency Evacuation Plans for identified pupils, where and when necessary.</li> <li>Develop a system to ensure all staff are aware of their responsibilities so that they can be met.</li> </ul>		<p>March 22</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Review March 22</p>		<p>Headteacher</p> <p>ALNCo All staff</p> <p>Admin staff</p>	<ul style="list-style-type: none"> <li>All stakeholders able to fully access all school activities and reasonable adjustments made as needed.</li> <li>Personal emergency Evacuation Plans in place for identified pupils.</li> <li>All children and staff working with them are safe and confident in the event of a fire.</li> </ul>
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<p><b>Medium term</b></p>	<ul style="list-style-type: none"> <li>• General site maintenance and upkeep to continue to maximise accessibility for in particular for those with visual impairments.</li> <li>• Forward plan for all relevant pupils/cohorts to ensure they can fully access their classrooms and areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-paint white stripes on edge of all external steps</li> <li>• Re-locate classrooms to lower corridors for pupils who have access difficulties.</li> </ul>		<p>March 22</p> <p>March 22</p>	<p>Review annually or as often as needed</p>	<p>Estates Manager</p> <p>Headteacher SLT</p>	<ul style="list-style-type: none"> <li>• External access is improved for visually impaired people.</li> <li>• All pupils can access classroom environments and areas as needed.</li> </ul>
<p><b>Long term</b></p>	<ul style="list-style-type: none"> <li>• Ensure all school accommodation meets statutory requirements and meets pupils' individual needs.</li> <li>• Respond proactively to ensure that the school environment is accessible to all children awaiting placement at the school.</li> <li>• Improve access of toilets with appropriate facilities for pupils, staff and visitors with complex medical needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in collaboration with LA SOP to ensure all statutory requirements are met and provision is adapted to meet the needs of all learners.</li> <li>• Work with LA , SOP officers to ensure accessible facilities are provided for all pupils.</li> </ul>		<p>Initially review March 22</p> <p>March 22</p>	<p>Review annually or as often as needed</p>	<p>Headteacher SLT SOP</p> <p>Headteacher SLT SOP</p>	<ul style="list-style-type: none"> <li>• School accommodation meets the statutory requirements.</li> <li>• School accommodation meets the needs (including changing needs) of individual learners.</li> </ul> <p>School environment is accessible to all children who are awaiting placement.</p> <ul style="list-style-type: none"> <li>• School toilets are accessible to all pupils and have the appropriate facilities.</li> </ul>

## 2. Access to the Curriculum

	Targets	Strategies	On track	Start	End	Responsibility	Success criteria
<b>Short Term</b>	<ul style="list-style-type: none"> <li>Ensure all staff have access to specific training on disability issues.</li> </ul>	<ul style="list-style-type: none"> <li>Identify training needs and inform professional learning planning.</li> <li>Assign training to identified needs e.g. speech, motor skills etc.</li> </ul>		March 22		SLT	<ul style="list-style-type: none"> <li>Raised confidence of staff in understanding disability issues.</li> </ul>
	<ul style="list-style-type: none"> <li>Further develop a 'Dyslexia Friendly' school.</li> </ul>	<ul style="list-style-type: none"> <li>Staff INSET sessions to train staff on further 'dyslexia friendly' strategies.</li> <li>Complete school audit for Dyslexia friendly classrooms.</li> </ul>		March 23	March 24  *Review as needed	SLT All Staff	<ul style="list-style-type: none"> <li>Clear understanding of strengths and ways forward as a Dyslexia friendly school.</li> <li>Raised confidence for staff in using 'dyslexia friendly' strategies.</li> </ul>
<b>Medium Term</b>	<ul style="list-style-type: none"> <li>Review all curriculum areas to include disability equality.</li> </ul>	<ul style="list-style-type: none"> <li>Include specific reference to disability equality in all curriculum reviews.</li> </ul>		March 22	*Review as needed	Curriculum Leader SLT	Gradual introduction of disability issues into all curriculum areas through an agreed Equality Impact Assessment cycle and in line with the values based curriculum.
<b>Long Term</b>	<ul style="list-style-type: none"> <li>Ensure all staff have undertaken disability equality training</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all staff attend annual refresher training on Equalities/ Disability Equality Duty.</li> </ul>		Sept 22	Annually	ALNCo	All staff work from a disability equality perspective.

		<ul style="list-style-type: none"> <li>• Ensure new staff access similar professional learning.</li> </ul>					
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### 3. Access to Information

	Targets	Strategies	On track	Start	End	Responsibility	Success Criteria
<b>Short Term</b>	<ul style="list-style-type: none"> <li>• Review information to parents/carers to ensure it is accessible.</li> </ul>	<ul style="list-style-type: none"> <li>• Consult parents/carers about access needs when a child is admitted to school.</li> <li>• Review all letters home to ensure they are written in Plain English.</li> <li>• Produce newsletter in alternative formats e.g. large print according to need.</li> <li>• Publish information on social media platforms but provide written copies as needed.</li> <li>• Translated welcome books created in a range of languages of children/parents at the school.</li> </ul>		March 22	At least annually	SLT/Admin EMTAS Lead teacher All staff	<ul style="list-style-type: none"> <li>• All parents receive information in a format that is accessible e.g. large print.</li> </ul>
	<ul style="list-style-type: none"> <li>• Inclusive discussion of access to information in all annual reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with parents/carers and children about access to information and preferred formats in all reviews</li> </ul>		ongoing		Inclusion Manager	<ul style="list-style-type: none"> <li>• Staff more aware of preferred methods of communication.</li> </ul>

		<ul style="list-style-type: none"> <li>Develop strategies to meet needs</li> </ul>					
	<ul style="list-style-type: none"> <li>For classes to display visual timetables for pupils to follow</li> </ul>	<ul style="list-style-type: none"> <li>Devise age appropriate daily timetables from reception to year 6</li> </ul>		March 22	Ongoing	All Staff	<ul style="list-style-type: none"> <li>Pupils fully aware what is expected of them session by session.</li> </ul>
<b>Medium Term</b>	Continue to develop school prospectus to be even more accessible.	<ul style="list-style-type: none"> <li>Seek advice in relation to making information accessible for all</li> <li>Further develop school prospectus to ensure it explicitly welcomes disabled children and those with ALN.</li> </ul>		March 22	Annual	SLT	<ul style="list-style-type: none"> <li>Parents/carers feel confident in the information they have about the school.</li> </ul>