



ACCESSIBILITY PLAN POLICY

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Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Federated Governing Body in consideration of Ty Gwyn School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. At the end of this document is our action plan and detail showing how the school will address the priorities identified in the plan.

Context

Ty Gwyn Special School caters for 202 pupils ranging from 3 to 19 years of age who all have a range of Profound learning needs and complex health needs.

There are currently 26 classes within the school and 34 teachers, including the Senior Leadership team.

The majority of pupils live within the Cardiff catchment area. Two pupils attend the school from neighbouring authorities (RCT and Newport)

Our pupil population is 35% female and 65% Male.

43% of our pupils are eligible for free school meals (FSM)

50% of our pupils identify as being from minority ethnic groups (BME)

There are 36 different ethnicities represented within the school

32% of our pupils have English or Welsh as a second language (EAL)

There are 24 different first languages used or understood by our pupils

2% of our pupils are classified as Children who are looked after by the local authority (CLA)

90% of our pupils are working within Routes for learning up to c step of the LNF

The remaining 10% of the pupil population. Our more able and talented pupils are working within progression step 1 or 2 of the LNF formally Nursery/reception steps

Accessibility Plan

Pupils with disabilities have special educational needs and not all students with SEN meet the definition for disability. This Accessibility Plan covers all of these students. This Single Equality Scheme explains and responds to our statutory duties to promote equality in all areas identified as protected characteristics in the Equality Act (2010).

All pupils have access to a broad and balanced curriculum and are encouraged to participate in the life and work of the school to the best of their abilities.

The Accessibility Plan shares objectives with the Ty Gwyn School Strategic Equality Plan and our Special Educational Needs Policy and should be read in conjunction with these two documents.

We aim to:

- Identify pupils with special educational needs and disabilities and ensure that their needs are met
- Ensure that pupils with special educational needs and disabilities are able to join in with all the activities of the school
- To ensure that all learners make the best possible progress
- To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school

The specific areas covered by the accessibility plan that need to be included are: -

Increasing the extent to which pupils with additional needs can participate in the school curriculum.

Governors should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities.

These may include:

- Consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as out-of-school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges.
- How threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks.

- Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.
- Deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation
- Consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success.
- Description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments.
- Consideration of the school response to pupils through the application of the ALN Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored.
- Consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted.
- Identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc., has been identified and supported.
- Identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them.
- Taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement
- Ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
- Enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities.

Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.

The Governing body will want to consider and record reflection upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Changes outside of the school building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.

- Improvements of storage implications for wheelchairs and other mobility devises.
- Application and progress on capital funding for major access works funded by the Schools Access Initiative through the County Council, and details on school's funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.

Access to information

Schools are expected to increase access to information to those with disabilities. The Governors may wish to decide how this is to be achieved by:

- Informing readers that school published material is available in a selection of formats e.g. Braille, BSL, audio tapes and identifying how they can access this provision if requested.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil need.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

Monitoring the success of the plan

Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

- Success in meeting identified targets.
- Changes in physical accessibility of school buildings
- Questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's ability to promote access to educational opportunities for pupils with disabilities.
- Improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs.
- Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school
- Recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures.
- Increased levels of achievement for pupils with disabilities.
- Pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included.

Ty Gwyn School Plan 2019-2022 Targets

Targets	Strategies	Outcome	Timeframe	Goals achieved
<p>Physical Access</p> <p>Audit of accessibility of school buildings and grounds by LA and Governors. Suggest actions and implement as budget allows.</p>	<p>Ty Gwyn school is currently undergoing an extension to the building. Ensure that suitable access to the annex includes a ramp for wheelchair access. New Signage to be provided along approach route to reception Further signage for other main blocks of building including tactile/Braille signage Ensure flags on footpaths are in good condition. Work in conjunction with Cardiff Transport and Health and safety to ensure a clear safe plan is in place school transport. Removal of porta cabins in car park</p>	<p>Site accessible</p>	<p>On-going plan</p>	
<p>Emergency Access</p> <p>All students and adults to be able to evacuate the building safely in an emergency</p>	<p>Fire escape plan to be reviewed and practiced termly and updated as required and at least annually. Annex fire escape plan to be quality assured by Health and Safety Officer. Practice within the first half term Autumn 2019 PEEPs to be completed for all pupils and Emergency Evacuation Plan in place and reviewed annually. Transition plans in place for all pupils entering and leaving building</p>	<p>Plan rewritten.</p>	<p>Review Summer 2020</p>	

Curriculum Access	All students have access to a broad, balanced and relevant curriculum.	MSI RFL Alternative curriculum options Foundation curriculum and New curriculum for wales. Continue weekly twilight training and Inset..	All students have access to broad range of accredited courses	Ongoing	
	All students have a differentiated curriculum that meets their individual needs.	Following the ALN Policy-ALN pupils have an IEP/PCP Plan that details pupils needs (and how to differentiate) with personalised curriculums	Lesson observations reports teaching matched to individual needs. The number of satisfactory and good or better teaching is increased.	On-going	
	Pupils access to the curriculum is increased because they attend school more regularly.	See attendance actions in SIP. Work is ongoing with health to ensure that parents are supported for pupils with chronic and complex health issues.	Attendance is improving year on year.	Review July 2020	
	Pupils' access to the curriculum is increased because there is a reduction in exclusions, individual pupil needs are met, and suitable educational provision is provided.	Follow SEN Policy, Strategic Equality Plan. Specific individual/group interventions in place in place for particularly vulnerable students. See SIP.	We are an inclusive school	Review annually	

	Pupils' access to the curriculum is increased through personalisation and differentiation.	All staff are aware of different learning styles and plan and deliver for this in the classroom. Pedagogy and enquiry based learning ensures that there is excellent practice in the classroom	This is monitored through regular observations of lessons both formal and informal.	On-going	
	Ensure that pupils with specific mobility issues can participate in extra-curricular activities and trips and visits.	Number of clubs is increasing and is inclusive to all. Continue audit.		By July 2020	
Access to information	Availability of written material in alternative formats	The school makes itself aware of the services available through the LA/external agencies for converting written information into alternative formats. SLT to be aware of parents/carers access needs and will provide support when needed. Total communication approach is used within the school including speech signing, symbols and objects	The school can provide written information in alternative formats.	On-going	
	The written information provided to parents/carers is accessible and read.	Current information and invitations sent to all parents is reviewed to judge the language, style, format, and accessibility. Parent questionnaire responses are taken into consideration as to the written information required. Parent	Information is read. Parents/carers feel that school is an approachable supportive institution.	September 2020	

		mail and home school books and school website provides information.			
	Written communication to parents/carers includes opportunity to raise access issues with school in advance e.g. at parents' evenings.	School ensures all parents/carers can access school site	Parents/carers feel that school is an approachable supportive and accessible institution.	September 2020	
Equality and Inclusion	To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings.	Clerk to Governors to add to list for FGB meetings	Adherence to legislation.	Annually	
	To improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues. Twilights	On-going	
	To ensure that all policies consider the implications of disability access.	Consider during review of policies. ATC centre ensure that all pupils have a means of accessing learning independently	Policies reflect current legislation.	On-going	
	Follow Strategic Equality plan	As listed in Strategic Equality Plan	We are an inclusive school	On-going	

	<p>The pursuit to continually challenge discrimination and harassment.</p>	<p>As listed in Strategic Equality Plan, SEN Policy, Radicalisation and Extremism Policy, Behaviour Policy Monitor implementation of PSE programme Continue to promote links with Health Providers.</p>	<p>We are an inclusive school</p>	<p>On-going</p>	
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