

Ysgol Gynradd Gymunedol Gymraeg Llantrisant



STATUTORY SCHOOL DOCUMENT

ACCESSIBILITY PLAN 2024-2027

Date	Autumn 2024
Date of Review	Autumn 2027
Head Teacher	<i>Lynne Ieith</i>
Chair of Governors	<i>K. Hulse</i>

Accessibility Plan 2024-2027



Access to the Physical Environment

YGGG Llantrisant is a relatively, modern newly constructed building. It was purpose built in 2005 with access for those with disabilities in mind. We are fortunate enough to be complaint in regard to the needs of those with disabilities. However, provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Targets	Strategies	Timescale	Responsibility	Success criteria
Improve safety of the exterior steps by having a white edging painted. Maintain safe access around interior of school. Maintain safe access around exterior of school.	Paint white edging on all exterior steps. Awareness of flooring, furniture and layout in planning for disabled pupils. Ensure that pathways and walkways are kept clear of vegetation and obstruction.	Autumn 2024	HT Caretaker Staff	Clear / visible edging on all steps. People with disabilities can move safely around the school. People with disabilities can move unhindered along exterior pathways.
Liaise with the Local Authority to rectify the problem with the carpeted areas in classrooms.	Liaise with Buildings (Local Authority). Liaise with LA. Caretaker to undertake remedial repairs in the interim.	Autumn 2024 onwards	HT Governing Body	Flooring problems rectified.
Review beginning and end of day arrangements re: school transport and bus bay.	Liaise with H&S RCT, Highways and the RCT Surveyor.	Autumn 2024	HT Governing Body	Tighter controls in place during these periods.
Ensure all disabled pupils can be safely evacuated.	Ensure all staff aware of pupils requiring additional support / assistance	Autumn 2024 onwards	HT	Safe evacuation for all when necessary.

Access to the Curriculum

Continually improving teaching and learning, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes. All children have always had access to arrange of after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Targets	Strategies	Timescale	Responsibility	Success criteria
Increase confidence of staff in delivering a rich curriculum in line with the Curriculum for Wales.	Undertake audit of staff training needs on Curriculum access. Assign INSET sessions to identified training needs.	Academic Year (dates to be arranged)	ALNCo Team Leaders LNF Leader	Raised confidence of staff. Schemes of work reflect integration.
Ensure Teaching Assistants / Support Staff have complete understanding of New Curriculum requirements	Use staff audit to identify LSA training needs and inform Professional Development process.	Autumn Term 2024 onwards	Team Leaders Curriculum Leader	Raised confidence of LSAs as above.
Ensure all staff have undertaken disability equality training	Set up INSET training for all staff on Equalities/ Disability Equality Duty. Ensure new staff access similar CPD courses.	Autumn Term 2024 onwards	ALNCoHT	All staff work from a disability equality perspective
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements.	Autumn Term 2024 onwards	Staff	Increased access to the extra-curricular activities for all pupils with ALN.

Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker & voice activated text. Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support).	Autumn Term 2024 onwards	ALNCo HT Staff	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker
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Access to Information

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Timescale	Responsibility	Success criteria
Review information to parents/carers to ensure it is accessible	Consult parents/carers about access needs when child is admitted to school. Review all letters home to ensure they are written in Plain English / Welsh.	Autumn Term 2024 onwards	HT	All parents receive information in a format that is accessible e.g. large print.
Inclusive discussion of access to information in all annual reviews	Consult with parents/carers and children about access to information and preferred formats in all reviews. Develop strategies to meet needs.	Autumn Term 2024 onwards	ALNCo	Staff more aware of pupils' preferred methods of communication
Ensure documents and all curriculum materials are accessible for pupils with visual impairment.	Seek and act on advice from sensory support advisor on individual pupil requirements. Use of magnifier where appropriate. Ensure large, clear font used in documentation.	Autumn 2024 onwards	HT SMT	Pupils able to access all school documentation.
Review school prospectus to be accessible	Seek advice in relation to making information accessible for all. Review school brochure to ensure it explicitly welcomes disabled children and those with SEN	Autumn Term 2024 onwards	HT	Parents / carers feel confident in the information they have about the school.
Develop visual timetabling in all classes where children exist with specific needs.	Staff meeting to share good practice. Agree whole school approach	Autumn Term 2024 onwards	DHT Team Leaders	All relevant children are clear about individual

				timetable and secure about what is happening.
Information on school website accessible to all.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure prospectus available on website.	Autumn Term 2024 onwards	HT SMT	Website to have very clear information that can be accessed by all people.
Ensure all staff are aware of accessible formats	Guidance provided to staff on dyslexia and accessible information. Children provided with appropriate materials.	Autumn Term 2024 onwards	ALNCo	Staff understand how to ensure written information can be equally accessed.

