

# Ysgol Gymunedol Cefn Hengoed Community School

"If You Believe It, You Can Achieve It!"



## School Accessibility Policy & Action Plan Polisi Anabledd & Cynllun Gweithredu

Reviewed/Adolygwyd	July/Gorfennaff 2025
Next Review/Yr Adolygiad Nesaf	July/Gorfennaff 2026

# **CEFN HENGOED COMMUNITY SCHOOL**

## **School Accessibility Policy & Action Plan**

### **Introduction**

This plan was drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA).

It is drawn on the guidance set out in 'Accessing School: Planning to increase access to schools for disabled pupils' issued by the DFED in July 2002.

It has been updated based on [Planning to increase access to schools for disabled pupils: Welsh Government Guidance document March 2018](#)

### **Accessibility:**

It is a main aim of the school to ensure that no prejudice is borne in respect of disability, and that no disadvantage manifests as a result of disability.

Every effort will be made to ensure accessibility – to premises, facilities, procedures and information – for all members of the school and wider community.

- The school operates under a fully Inclusive ethos and believes that systems and procedures can be manipulated to ensure the inclusion of the individual.

### **Accessibility and Accessibility Plan**

The school will always give careful consideration to accessibility issues, and will make every effort to ensure equality of opportunities in terms of physical accessibility to the premises and activities, together with accessibility for all to procedures and information.

Impairment of any kind should not act as a barrier to prevent access.

The school will also strive to ensure equal opportunities to learners with general or specific difficulties. Great consideration will be given to ensure that language barriers are overcome so that opportunities are not missed.

Consideration will be given to ensure appropriate and adequate means of communication are offered to (eg: translations; coloured paper for helping with dyslexia, and to those who might be restricted by emotional or phobic difficulties).

It is the aim of the school to ensure equal opportunities for all members of the school community, and to ensure that no barriers exist to prevent members of the school or wider community accessing premises, procedures, information or opportunities. The school will also aim to ensure ongoing awareness raising, consultation and review of needs, changes and progress.

## **Cefn Hengoed is an Inclusive School**

### **Duties of the School**

It is the duty of the school to:-

- constantly review needs to ensure equal opportunities for all;
- ensure accessibility for people with disability and/or impairments of any kind;
- constantly strive to improve the physical environment of the school premises;
- ensure any new premises projects fully consider accessibility and disability needs;
- constantly strive to improve and review accessibility of procedures and information;
- to be clear in the view that any form of prejudice or harassment is totally unacceptable.

### **Participation in the Curriculum**

In the terms of the guidance in Circular No. 15/2004, the curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum will include consideration of school and classroom organisation and support, timetabling, curriculum options, the deployment of staff and staff information and training.

The school will:

- continue to provide a broad and balanced curriculum for all pupils;
- continue to develop approaches to the differentiation of the curriculum to enable increased access for pupils with disabilities;
- identify all pupils and known prospective pupils who face barriers to learning and full participation;
- consider pupils, and prospective pupils, assessed needs and consider any reasonable adjustment which may be necessary to enable them to participate;
- review and celebrate patterns of achievement and participation by disabled pupils in different areas of the curriculum;
- consider the approaches used when planning and delivering the curriculum;
- consider staff training needs in relation to increasing participation in the curriculum;
- consider developing resource banks detailing ideas and approaches which support increased participation in the curriculum;
- consider pupil, and prospective pupil, needs in relation to the wider provision of school, including after school clubs; leisure, sporting and cultural activities; and school trips;
- seek to develop and share good practice in this area and access the opportunities provided by the LEA and other schools to facilitate this process.

## **The School will strive to improve the premises for disabled pupils, staff and visitors**

The school will:

- seek to include minor building works or developments to improve accessibility identified by the school, into the school development plan;
- continue to provide specialist aids/equipment to individual pupils, as necessary;
- ensure training is made available to the Governors and school staff as necessary to raise awareness of school responsibilities and opportunities for improvement;
- continue to maintain up-to-date information about the number of children and young people with disabilities in the school, or anticipated to be attending in the future;
- consider how to improve accessibility through reorganising and rearranging aspects of the school environment without physical adaptation or building works.

## **The school will make every effort to improve the delivery of information to disabled pupils, parents/guardians and members of the school community**

The school will:

- raise awareness amongst staff about the requirements to provide information in alternative formats if required;
- maintain up-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff;
- consider the school's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility;
- seek specialist advice and support in those cases which lie beyond the school's immediate expertise.

## ACCESSIBILITY PLAN

**2022 - 2025**

	<b>TARGETS</b>	<b>STRATEGIES</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>GOALS ACHIEVED</b>
<b>SHORT TERM</b>	<p>1. To ensure safe and appropriate access for all children.</p> <p>2. Update policy for Admin. of Medicines / safeguarding</p> <p>3. To update all Health Plans and ensure all staff are aware of them.</p> <p>4. To ensure all pupils have equal access to curriculum and learning resources</p>	<p>(a) Create a ramp for access to the Sports Hall. (b) Consider access to the site so all service users can access without the use of steps.</p> <p>Health care plans in place and regularly reviewed</p> <p>Up-date plans, share with staff and display appropriately.</p> <p>Provide appropriate and sufficient support during test the school day to ensure all learners have appropriate resources to remove barriers to learning.</p>	<p>Safe entrance and egress to and from school.</p> <p>Revised policy in place.</p> <p>Health care plans in place.</p> <p>Procedures for support in place.</p>	<p>Annually/ constant</p> <p>Annually</p> <p>Annually</p> <p>Annually/ on-going</p>	<p>School lifts in full working order Fully accessible site</p> <p>Staff know correct procedures for meeting the medical needs of children.</p> <p>Staff aware of health plans.</p> <p>All pupils complete testing with appropriate support.</p>
<b>MEDIUM TERM</b>	To review site security and risk assessments, conduct a Health and Safety Audit.	Contact LA for advice. Training from LA	Update relevant sections of SDP. Update policies and procedures	Ongoing H & S Audit July 2023	Begin to action recommendations.
<b>LONG TERM</b>	To ensure that revised curriculum policies and plans address accessibility issues.	Advice from SIA and School to School working	All curriculum policies address accessibility issues.	On-going	All children have equal access to all areas of the curriculum.
	Consider access to STF provision to ensure all learners needs are met in a fully inclusive environment that meets their needs.	Swansea LA STF Review  ALN Team	Provision is suitable for children's needs	On-going	All children with moderate to severe learning difficulties make progress from their starting points