

Rhiwbeina Primary School

Disability Policy/ Accessibility Plan

Rhiwbeina Primary School **Disability Policy/Accessibility Plan**

Definition of Disability

Disability is defined as:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Key Objective

For all our pupils to share the vision, values and ethos of our school

For any pupil with a disability:-

- To have any obstacles, (which would otherwise impede access to the curriculum), reduced or removed
- To have as full participation in our school community as possible.

Principles

Compliance with the Equalities legislation is consistent with our school's aims and equal opportunities policy, and access issues are addressed in many other policies:-

Anti bullying, School visits. Risk assessments, Learning and Teaching.

Administration of medicines, Health and Safety

The school recognises its duty:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- not to treat disabled pupils less favourably.
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- to publish an Accessibility plan.

Consultation:

Our plan has been informed by the views and aspirations of: -

- Our disabled pupils (when appropriate)
- The Parents and Carers of our disabled pupils
- Other disabled pupils in the Community
- The priorities of the LA
- Further consultation will be undertaken in the period leading to review

The Governors have adopted the LA Recruitment policy relating to disability.

Any current pupils and staff registered disabled enable us to

- Provide role models for pupils
- Help foster good relationships by demonstrating that everyone is valued and treated fairly

Curriculum:

- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the new orders of the National Curriculum which underpin the development of a more inclusive curriculum: -
- setting suitable learning challenges
- responding to pupils diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Aspects of our Curriculum specifically focus on disability equality and enable pupils to feel secure enough to raise issues linked to disability.

School Assessment Data

School Assessment data will be analysed to assess how effective our current policies and practices are.

Opportunities and achievements to be considered in relation to disabled pupils :-

- The responsibilities of disabled pupils
- The satisfaction and enjoyment levels achieved across a range of school activities
- Their aspirations and ambitions
- The successful transition to secondary education

Our main priorities in our Accessibility Plan

- Increasing the extent to which our disabled pupils can participate in our school curriculum

In the lifetime of this plan we aim to focus upon

- Speech and language and communication skills
- Transition plans Progression step 3/4
- Extra curricular provision
- A range of external practitioners to assist in our approach.
- Advisory teachers – dyslexia, speech and language
- Hearing impairment

- Visual impairment
 - OT's and physiotherapists
 - Outreach service
 - Special schools
 - School Educational Psychologist
- Improving the physical environment of the school to increase opportunity for disabled pupils to take advantage of all we offer.
 - We recognise that whilst we have achieved a good deal, much remains to be done. At the same time we acknowledge that we cannot do everything at once, so we focus upon meeting the accessibility needs of those pupils currently in school.
 - The provision of particular furniture and equipment. Toileting, rails, ramps, lighting, play space, alarms.
 - We appreciate that we will achieve some improvements as we maintain the fabric of our school and upgrade our facilities / equipment.
 - Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.
 - We appreciate the need to use the best medium possible to ensure our pupils can gain equal access to key information.
 - We aim to provide information in accessible formats e.g.
 - Simplified language versions for pupils with learning difficulties.
 - Picture/Symbol alternatives for pupils with language and communication difficulties.
 - Large print / colour contrast for pupils who experience difficulty with standard print.
 - Audio taped instructions.

Our management, co-ordination and implementation process

- The governing body takes responsibility for the school Accessibility Plan Scheme and sets a clear direction for it.
- We will ensure that disabled pupils, their parents and carers, the staff, visiting professionals, and those from the voluntary sector can assist in identifying practices and arrangements that act as a barrier to admitting, accommodating and fully including disabled pupils.

Audit and review

Current accessibility and identification of barriers to access or inclusion will be kept under review and revised every three years including consultation with disabled adults/pupils on the impact and effectiveness of our scheme.

The review will cover:-

- The culture and ethos of the school.
- The physical environment
- The provision of auxiliary aids and services
- Teaching and learning practices.
- The curriculum
- Staff CPD
- The provision of written information and data
- Data on the current pupil population enables the school to plan for the needs of disabled pupils in the early years of the school.

Action Plan

- Identify short, medium and long term priorities and strategies to address the priorities within a given timescale.
- Incorporate reasonable cost implications into current and future budget commitments.

Goals and targets


Goals and targets will be specific enough to be measurable and identify evaluative strategies.

Monitoring and review

The Accessibility plan will be kept under review and revised as necessary and be available on request. The success of our plan will be measured by:-

- Greater satisfaction of disabled pupils and their parents with the provision made for them and their participation in the life of the school

- Evidence of the greater involvement of disabled pupils in the full life of the school (for example, participation in after school clubs, leisure , sporting and cultural activities and on school trips)
- Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs
- Audits carried out on the main curriculum areas
- Progressive planned improvements to the physical environment of the school
- Information for pupils available in a range of formats

Signed  Headteacher Date: September 2023

Signed  Chair of Governors Date: September 2023