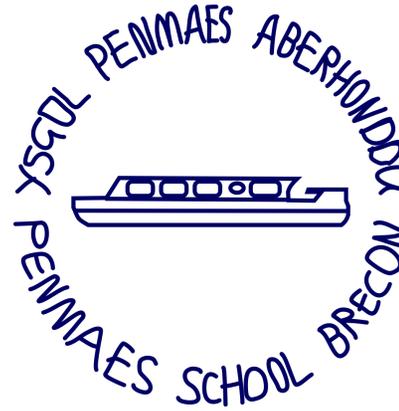


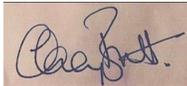
Ysgol Penmaes



Accessibility Plan

Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Ratified by Governing Body	Signature	Date
Headteacher: Angharad Bryn-Jones		01.10.25
Chair of Governors: Clancy Brett		01.10.25

Next review date: Sept. 26

YSGOL PENMAES

School Accessibility Plan 2023-2027

Definition of Disability

A person is a disabled person if they have a physical and/or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

Purpose of the Plan

The purpose of this plan is to show how the Ysgol Penmaes intends, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the school. This covers improvements to the physical environment of the Ysgol Penmaes and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability/Learning Difficulties are as equally prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in school visits, after-school clubs or leisure and cultural activities. It also covers the provision of special aids and equipment which may assist pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information will be made available in the preferred format within a reasonable time.

Where are we now?

Ysgol Penmaes School has a number of advantages which allow it to address many of the requirements of the Equality Act 2010. The headteacher continually reviews the accessibility of the school and from this the main findings are as follows:

Physical Environment

- The school is built on a generally flat and level site, and the school building is on two floors, without 3 sets of stairs and 2 lifts.

- Disabled toilets are present on all floors with an additional one on the ground floor
- Wheelchair access/egress at all entrances and exits
- Wheelchair access via a ramp onto the playground
- Wheelchair and equipment accessible footpaths have been developed around the perimeter of the school meaning the grounds are more accessible
- There are evacuation chairs available at each stairwell
- There are evacuation procedures in place for the hydro pool and training for some staff has been undertaken
- Route from car park is signposted
- All rooms accessible by wheelchair
- Curbs and stairs have been highlighted for pupils with visual impairments
- Individual coloured furniture has been purchased as required for pupils with visual impairments as has other specified equipment
- All interior doors have kick plates and clearly identified door furniture. Appropriate glass panels doors.
- Adequate lighting in all areas. Matt finish on the corridor walls.
- Carpet in many areas to reduce noise
- Classroom furniture at appropriate height
- In each of the hygiene rooms there is a hoist and an adjustable changing bed
- Each classroom has an overhead hoist and there are a number of portable hoists for use in room such as sensory and library
- The hydrotherapy pool has a overhead hoist into and out of the changing room
- There is a hydrotherapy changing room which has an overhead hoist and adjustable changing bed.
- There is an accessible health room with an adjustable treatment bed.
- The weighing scales in the health room are wheelchair accessible
- The food technology room has a height adjustable cooker and sink. Ovens are at an accessible height.
- There are soundfield systems in classrooms to support pupils with hearing impairment where required
- The dining hall has appropriate adapted cutlery and lipped bowls for feeding
- The dining hall has anti-slip mats to place under bowls and plates to support independent feeding
- The school stage has steps and a ramp onto it meaning it is accessible to all
- There are 2 mini-buses available for use both of which have tail lifts which are accessible to wheelchairs users
- The front door bell is at an accessible height for all
- The signing in e-book is available at an appropriate height for all
- There is a ridged marker along the walls of the school to support those who experience visual impairment

Curriculum

- All areas of curriculum are accessible to pupils and all pupils partake in all activities (including TA support where necessary)
- Performing Arts at Brecon Theatre is wheelchair and equipment accessible
- Teaching and non-teaching staff have been informed of the school's duties under the Equality Act 2010 and informed of wider criteria for inclusion under the terms of Equality Act.
- Whole-school audit has been carried out, identifying children that are termed as disabled under Equality Act 2010
- There is a high ratio of non-teaching staff to provide extra support to disabled pupils who possess a Statement of Special Educational Needs/Individual Development Plan (IDP)
- Differentiated work is provided for pupils
- The school has access to a vulnerable groups specialist teacher
- Members of staff are experienced in dealing with a range of disabilities, including medical and "hidden" disabilities.
- Members of staff are experienced in dealing with autistic, epileptic and diabetic (some staff only) children, and with children with severe allergies
- The school has access to a team of specialist advisory teachers and an internal Qualified Teacher of Visual Impairment
- Pupils have access where identified to a designated TA who supports speech, language and communication
- A very few TAs are able to differentiate work using braille for pupils with VI (registered blind)
- A number of pupils have been successfully integrated from mainstream school and specialist centres
- TAs have access to quiet areas for low distraction work
- Medicines are administered to disabled pupils e.g. ADHD medication and other controlled medications

Written Information

- There is a long history of good communication with parents, with outside agencies and with the community as a whole – we believe that parents will regard the school staff as being approachable with any concerns regarding disabilities.
- When curriculum policies are reviewed access issues are considered
- There are close links with outside agencies that can provide support and expertise e.g. BSS, SSD, Health Services, Specialist Advisory Teachers, SALT, Occupational Therapists, Physiotherapists, Family Support Service, CYCA
- The School Prospectus makes reference to the Accessibility Plan
- Information about the Accessibility Plan is published in the Governors' Annual Report to Parents

Addressing Needs

The school is not complacent with regard to its responsibilities under the Equality Act 2010 and, following consultation with pupils, parents, governors, partner schools and representatives of disabled groups in the community the following plan has been drawn up to cover the period 2023-2027. The plan will be reviewed annually. It will be available, on request, to all those listed above and an annual update will be included in the Governors' Annual Report to Parents.

The Physical Environment of the School – Issues to Address 2023-2027

Target	Action to be taken	Success criteria	Monitoring & evaluating	Staffing/ resource implications	Start date	Review deadline
To make the foundation garden accessible for wheelchair and equipment users	Liaise with the LA to see what support can be put in place so that it is accessible to all	Pupils will be able to access the garden to participate in gardening activities in the small allotment	Headteacher/Staff/ LA/Governors	TBC	Spring 24	Autumn 24
Improved external signage	To liaise with the LA to get a sign for the entrance stating no through road- access only to visitors to the school and Golwg Y Bannau	Reduced number of strangers walking through the carpark looking for a through route.	Headteacher/LA	TBC- awaiting cost	Autumn 23	Spring 24
Improved provision for visually impaired across the school- becoming more VI friendly	Audit of the school in regards to current VI provision and identifying areas for development	The school will be more VI friendly to all who experience visual impairment This will be recorded in pupils learning journeys The habilitation officer will recognise the developments and the impact on pupils	Headteacher & AT	£500	Autumn 23	Summer 24
Ensure disabled car parking spaces are only accessed by those with disabilities	Signs to be put up reinforcing this	There will be spaces available for those who require a disabled space	Headteacher and Business Manager	Minimal	Autumn 23	On-going

Ensure wheelchair and equipment users can access the outdoor storytelling area	To liaise with the LA to get a costing for the area concreted.	All pupils will be able to access the outdoor storytelling area. Pupils will be engaged in story telling sessions	Headteacher and Business Manager	TBC	Spring 24	Autumn 24
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Access to the Curriculum – Issues to Address 2023-2027

Target	Action to be taken	Success criteria	Monitoring & evaluating	Staffing/resource implications	Start date	Review deadline
Ensure that all pupils are able to access out of school activities e.g. clubs, trips, residential visits, etc.	Review out of school provision to ensure compliance with legislation	All providers of out of school education comply with legislation to ensure that the needs of all pupils are met	Head & staff	Minimal	Ongoing	
Ensure ICT is appropriate for pupils with disabilities	Review accessibility of ICT using specialist expertise if required Prioritise new software to purchase	Pupils with disabilities have access to appropriate ICT hardware and software	Head, AHT-Digital Lead & staff	TBC	Autumn 23.	Termly
Improve provision for pupils with severe visual impairment	Information to be provided in different formats e.g. large print, audio, Braille etc.	Full curricular access for visually impaired pupils	Head, AT & staff	TBC	Autumn 23	Summer 24 and thereafter
Ensure specialist equipment is provided to promote full participation in learning by all pupils	Assess the needs of individual pupils and provide equipment as needed	Pupils will develop independent learning skills	Staff	TBC	When required	

Review curriculum materials to ensure that they meet the needs of all pupils	All staff to be aware of the possible need to prepare material in alternative forms	Curriculum materials will be provided to meet the needs of ALL pupils	All staff	TBC	Ongoing	Termly
Review classroom practice to ensure that the needs of all pupils are met through effective differentiation	All staff to review classroom practice	Classroom practice will be adjusted to meet the needs of ALL pupils. This will be reflected during whole school monitoring procedures	All staff	Cost of training courses	Ongoing	Termly
Ensure all pupils with complex medical needs get the specialist medical support that require by health professionals	Liaise with Powys LA and Health regarding a full time nurse being on site	A school nurse will be on site full-time. Less TAs will be relieved of having to come out of class as a school nurse will be on site Pupils will have their complex medical needs by a healthcare professional	Headteacher/ Simon Anderson/Head of PTHB	Cost will be to the LA but will come out of the school budget	Summer 23	On-going

Delivery of Written Information – Issues to Address 2023-2027

Target	Action to be taken	Success criteria	Monitoring & evaluating	Staffing/resource implications	Start date	Review deadline
Ensure that all parents and other members of the school community can access information	Written information to be provided in alternative formats as necessary Create parent/carer friendly leaflets	Written information will be provided in alternative formats as necessary	Head & staff	Minor	On-going	

	Provide easy read versions of documents					
Ensure that parents who are unable to access parents' evenings are informed of their children's progress by alternative means	Staff to hold discussions by phone; written information to be provided for parents	All parents are kept informed of their children's progress	Head & staff	Minor	Ongoing	
Widen the consultation base in order to remove or minimise any potential barriers to learning	Network with other schools that have researched other aspects of disability	Accessibility Plan with wider scope	Head & headteacher colleagues	Heads' meetings	On-going	

Employment Issues 2023-2027

There are currently no disabled members of staff employed at the school.

Target	Action to be taken	Success criteria	Monitoring & evaluating	Staffing/resource implications	Start date	Review deadline
Ensure that disabled people have equal opportunities with regard to employment or voluntary work at Ysgol Penmaes	Adherence to statutory requirements re. short-listing, etc.	Statutory requirements met	Governing Body		When required	