



CYFLAWNI **TEGWCH** A RHAGORIAETH  
MEWN **ADDYSG** A **GWELL LLES** I BAWB

**EQUITY** AND **EXCELLENCE** IN **EDUCATION**  
AND **ENHANCED WELLBEING** FOR ALL

# Rhondda Cynon Taf CBC

## Education and Inclusion Services Directorate

Llanilltud Faerdref Primary School  
**ACCESSIBILITY PLAN**  
**3 YEAR PERIOD COVERED BY THE PLAN: 2022-2025**



**Date of approval by the governing body: 22/11/2022**  
**Date of annual review: 22/11/2023**  
**Date of full review: 22/11/2025**

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## Foreword

At Llanilltud Faerdref Primary School we fully recognise our duties and responsibilities to eliminate discrimination and promote equality for all learners, employees, members of the school community and service users regardless of protected characteristics.

We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation of individuals with protected characteristics as set out in the 2010 Act.

Our Accessibility Plan has been informed by the views of our learners, parents/carers, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and complements and supports the Equality Objectives set out in the school's Strategic Equality plan.

The Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a specified timeframe and anticipating the need to make reasonable adjustments to reduce and eliminate identified barriers to accessibility.

The school and governing body, will collect, analyse and publish information about our progress in achieving our improvement priorities as outlined in the Plan. These will be shared and published so that there is transparency and accountability. We will also aim to engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals with disabilities in our school and to members of our school community.

Thomas Lewis  
**HEADTEACHER**

Ashlie Holland  
**CHAIR OF GOVERNORS**

## **Section 1: Introduction**

Our school mission is aligned with the principles of the Equality Act (2010) and ensures that diversity is celebrated in our community school.

Our school aims to treat pupils and the whole school community fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind. Our school promotes equality of opportunity for persons with a disability and, by promoting a positive ethos, aim to eliminate discrimination related to disability.

Schools are required under the Equality Act 2010 to have an Accessibility Plan.

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan. The Plan is subject to a rigorous monitoring and evaluation framework.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## **Section 2: Key Objective of the Accessibility Plan**

The purpose of the Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, prospective pupils, staff, volunteers and visitors with a disability.

The Accessibility Plan has been developed around three planning duties to identify improvement priorities relating to how our school will:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve communication with disabled pupils along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them or their parents.

## Section 3: Legislation and Guidance

The Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010 which places a statutory duty upon schools to prepare an Accessibility Plan at least every three years.

The Equality Act defines an individual as disabled if they have:

- a) a **physical or mental** impairment, and
- b) the impairment has a **substantial and long-term** adverse effect on their ability to carry out normal day-to-day activities.

Under the Act, 'substantial' is defined as an adverse effect that is greater than having a minor impact and 'long-term' is defined as a year/12 months or more.

Schools have a duty to provide reasonable adjustments which will enable pupils with disabilities to participate fully in their education at school and enjoy the other benefits, facilities and services/activities that school provides alongside non-disabled peers.

## Section 4: Roles and Responsibilities

### GOVERNING BODIES

To ensure compliance with the Act, the governing body:

- ensures that the school publishes its three year accessibility plan;
- makes appropriate arrangements to monitor the plan's progress and effectiveness on at least an annual basis and issue a new plan on a rolling three-year basis;
- publishes information about the plan in the governors' annual report to parents;
- works in partnership with school leaders to complete the Accessibility Audit Tool for school and pre-school settings to inform the Accessibility Plan;
- undertakes regular training in disability equality issues and inclusion.

In order to meet its reporting responsibility, the governing body reports on the progress of the Accessibility Plan annually, as part of its Annual Report to Parents/Carers.

## SENIOR LEADERSHIP TEAM

Senior Leaders in our school promote accessibility and eliminate discrimination by undertaking a cycle of development, implementation and review of their accessibility plan as follows:

- Auditing/Reviewing the outcomes of previous plans and completing an Accessibility Audit Tool to identify barriers to accessibility.
- Consulting with a range of stakeholders.
- Ensuring that the plan clearly identifies the school's short, medium and long-term desired outcomes and improvement priorities with clear implementation arrangements and timescales.
- Set specific and measurable targets/goals with clear timescales for evaluation.
- Implementing the accessibility plan and allocating adequate resources to support its implementation.
- Ensuring that a framework is in place, with an annual review of the plan in consultation with stakeholders to evaluate its success.
- Ensuring that all staff are aware of the Accessibility Plan, receive regular training in disability equality issues and inclusion and promote equality of access and opportunity for disabled learners.

## Section 5: Engagement

The Llanilltud Faerdref Primary School Accessibility Plan has been developed through consultation with pupils, parents/carers, staff, governors and other relevant stakeholder that contribute to the whole school community.

An extensive range of different engagement activities have been undertaken to inform strategic plans. These include:

- An analysis of the survey responses or focus groups feedback on equality issues from a range of stakeholders including learners, parents/carers, staff, governors and the wider community. Some consideration was given to the analysing information according to protected characteristics to inform strategic planning;
- Learner voice activities and school council feedback;
- An analysis of school complaints;
- Feedback provided from parental consultation events and workshops;
- Feedback from annual review processes; and
- Outcomes from community cohesion events and activities.

When consulting, important consideration has been given to the most effective and reliable means of gathering information. Interpretation facilities have been put in place for those for whom English is an additional language or are newly arrived in

this country. Modified materials and accessible formats have also been used to ensure accessibility for those with disabilities or ALN.

## **Section 6: Information from Pupil Data and School Audit**

To inform the preparation of our Accessibility Plan, we have undertaken a review of the progress made in relation to the improvement priorities and actions identified in our previous accessibility plan. In addition, we have used the RCT Accessibility Audit Tool to identify remaining barriers to accessibility and to inform specific and measurable actions we can take to address them.

The school's self-evaluation and school improvement planning processes have also informed the Plan and include analysis of pupil data where relevant

## **Section 7: Staff Professional Learning**

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Specific training needs in this area are identified and addressed during the performance management process. This is routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in the school.

## **Section 8: Publishing and Monitoring Outcomes**

The school provides a report detailing the Accessibility Plan and its evaluation of it to the governing body on an annual basis. Information is also detailed in the Governors' Annual Report to Parents/Carers. The Plan and its evaluation is shared with parents/carers.

The Accessibility Plan is monitored by the governing body. The local authority may request a copy of the Plan at any time.

Please see Appendix 1 for the improvement priorities and associated actions that our school has identified in our Accessibility Plan.

## **Section 9: Links with other Policies/Plans**

The Accessibility plan is linked to the following documents and policies:

- Strategic Equality Plan
- ALN Policy
- Supporting pupils with Healthcare needs Policy
- Curriculum Policy
- Health and Safety Policy
- Anti-bullying Policy.

## **Section 10: Strategic Leadership**

The lead for the Accessibility Plan in Llanilltud Faerdref Primary School is Thomas Lewis.

Further information can also be provided by the Headteacher if required.



## ACCESSIBILITY PLAN FOR 2022-2025

**Date of Issue:** Autumn 2022  
**First review of the Accessibility Plan:** Autumn 2023  
**Final Review of the Accessibility Plan:** Autumn 2025

Improvement Priority 1: Improving access to the curriculum							
Outcome	Action to ensure outcome	Person responsible	Long, medium or short-term	Completion date	Costings & resources	Monitoring & evidence	Impact statement/ evaluation
Teaching and learning across the curriculum reflect equal opportunities for all with physical impairment and relates to pupils' everyday experiences.	Planning and Teaching includes opportunities to ensure the physical diversity of society is represented.	All	Medium	Autumn Term 2023 Ongoing	SMT  Monitoring time.	Planning	Pupils are respectful and understand physical diversity
Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs.	Staff to ensure planning is differentiated to consider the learning needs of all pupils.	All	Medium	Autumn Term 2023 Ongoing	SMT Meeting time	Planning, Learning walks	Pupils learn with appropriate curriculum matched to their needs.
Train staff on ways to improve pupil access to the curriculum.	Monitor provision for children with ALN and assess if development.	TL LW	Long	Autumn Term 2023 Ongoing	Staff Meetings ALN/SENCO Leadership &	Feedback from staff	Staff are increasingly.

	opportunities would be beneficial. organise staff training making use of relevant external agencies e.g., Thrive, Trauma Informed Schools, Team Teach, Manual Handling,				Management time		aware of and are able to meet the needs of children with regard to accessing the curriculum.
Improve children's awareness of disability issues.	PSD/ PSE curriculum and assemblies to be used to raise awareness of disability issues. Disability equality issues are incorporated into the Citizenship curriculum.	All	Medium	Autumn Term 2023  Ongoing	Subject Leader time.  Staff Meetings	Curriculum review	Children have a greater understanding of disability issues. Link Anti-Bullying & Cyber Bullying programmes.
Staff to develop skills to deal with children who have specific disabilities.	Organise specific training for new and existing staff relating to disabilities experienced by specific children.	TL LW	Short	Ongoing in response to need	ALNCo Leadership & Management time. Access & Inclusion Team	Training evaluations	Staff have a greater understanding of disability issues. Individual needs are met.
Teachers develop their knowledge of different teaching and learning styles.	Training on teaching and learning styles linked to the Learning and Teaching Policy. Look at developing "alternative	TL LW  All	Short	Autumn Term 2023  Ongoing	Staff Meetings	Curriculum review	Teachers use different teaching methods to suit a wide range of learning styles.

	curriculum” for relevant pupils – develop outdoor play/learning environments / sensory room etc.						“Alternative Curriculum” supports co-operative / collaborative skills . Higher attainment for pupils with ALN/SEN disabilities / needs.
Further develop a range of learning resources that are accessible for children with different disabilities.	Subject Leaders review resources. Continue to purchase ICT (e.g. iPads) and generic resources to support the learning of all. Develop outdoor learning/play areas.	TL All staff	Medium	Autumn Term 2023  Ongoing	Delegated Budget PDG  Grants to be applied for.	Learning walk, listening to learners	Children with disabilities /SEN have increased access to curriculum – removing social and economic barriers.
Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils, including FSM pupils.	Review all out of school provision to ensure compliance with legislation. Pupils to have opportunity (where appropriate) to have access to Residential Trips in Year 6 e.g. Llangrannog	All	Medium	Autumn Term 2023	PDG Grant  Contribution from parents	Curriculum review	OSHL provide range of programme to meet needs of School – e.g. Playground Leaders, After School Clubs, Lunchtime Clubs etc.

**Improvement Priority 2: Improving access to the school site/physical environment**  
**We currently have a new school being built which we will be moving into in April 2024**

Outcome	Action to ensure outcome	Person responsible	Long, medium or short-term	Completion date	Costings & resources	Monitoring & evidence	Impact statement/ evaluation
All areas of the new school building will be accessible for people with disabilities	Ensure all areas of the new building (April 2024) is physically accessible for people with disabilities.	TL	Long	October 2024	N/A	On handover (October 2024) all areas will be assessed for accessibility	All areas of our new school building are accessible for people with disabilities
Emergency and evacuation Systems in the new building will be accessible to all e.g., alarms will have both visual and auditory components.	Ensure new building (April 2024) has both visual and auditory alarm components.	TI	Long	October 2024	N/A	On handover (October 2024) emergency and evacuation systems will be assessed for accessibility	Emergency and evacuation Systems in our new building are accessible to all e.g., alarms have both visual and auditory components.
All signs in the new building will be in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.	Ensure new building (April 2024) uses both braille and picture form for signs	TI	Long	October 2024	N/A	On handover (October 2024) All signs will be checked for accessibility	All signs in our new building are in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.

<b>Improvement Priority 3: Improving access to information</b>							
<b>Outcome</b>	<b>Action to ensure outcome</b>	<b>Person responsible</b>	<b>Long, medium or short-term</b>	<b>Completion date</b>	<b>Costings &amp; resources</b>	<b>Monitoring &amp; evidence</b>	<b>Impact statement/ evaluation</b>
School policies reflect a commitment to accessibility for all.	All relevant policies to be reviewed & have reference to disability equality and accessibility.	SMT GB	Long	Autumn 22 Ongoing	Staff &SMT Time	Policy review	Pupil access to the curriculum and their attainment is in line or above targets set.
Ensure that school, parents & children understand and accept what is required of them	Modify home/school agreement.	TL	Short	Spring 23		Parent/pupil questionnaires, listening to learners	Greater harmony and understanding
Ensure that all information used in teaching is presented in an appropriate format.	Modify homework and worksheets –enlarge print, simplify language, use audio/ICT equipment. Use appropriate language and taped/visual information in delivery if necessary.	All	Long	Autumn 22 Ongoing	School Budget	Learning walks, listening to learners	Pupil access to the curriculum and their attainment is in line or above targets set.

Ensure all information is received by children in an appropriate format.	Key information available on website. Modify child questionnaires, e.g. simplify language, provide adult/peer support. ICT equipment & appropriate programs/software used,	All teacher ALNCo	Long	Autumn 22 Ongoing	School Website  Access & Inclusion	Learning walks, listening to learners	Children with disabilities have greater access to information.
Ensure all information is received by parents/carers in an appropriate format.	Questionnaire for parents/carers & response from school Key information available on website.	TL	Long	Autumn Term 2022 - Ongoing	School Website  Access & Inclusion	Parent questionnaires.	A greater understanding by both school & parents/carers
Ensure all information is received by the GB in an appropriate format	Questionnaire - GB HT reports Key information available on website.	TL	Long	Autumn 22 Ongoing	School Website GSO	Governor questionnaires.	A greater understanding by both school & GB