



**Ysgol Rhosnesni**  
**ACCESSIBILITY PLAN**  
V2

Policy Date V2	September 2021
Review Date:	Every 3 years

## **PART 1 – BACKGROUND**

### **Aims**

**The purpose of this plan is to improve access to education for disabled children by considering:**

- the curriculum and how it is taught;
- the accessibility of school buildings and their surroundings, school activities including school trips and transport; and
- information and activities provided by schools and how easy it is for disabled pupils and/or their disabled parents to understand.

### **The Equality Act 2010**

#### **Equality, the meaning of disability and discrimination**

'The Act' established a single Public Sector Equality Duty. It identifies certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. In carrying out their functions, public bodies are required to have due regard to these protected characteristics and to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations - between people who share a protected characteristic and people who do not share it

#### **The meaning of disability**

The term 'pupil' means a child or young person of any age for whom education is, or is required to be, provided.

In accordance with section 6 of the Act, a person (P) is disabled if:

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

The definition of disability covers physical impairments, which includes mobility and sensory impairments. It also covers mental impairments which include learning difficulties and any impairment resulting from a mental illness. In the latter case, the mental illness need not be 'clinically well-recognised' but it must still have a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Each of cancer, human immunodeficiency virus (HIV) infection and multiple sclerosis is deemed to be a disability, as is severe disfigurement (Equality Act, Schedule 1, paragraphs 3 and 6). 6

Disability also covers those with a progressive condition, such as muscular dystrophy, which leads to a person having an impairment which will in the future have a substantial adverse effect on the person's ability to carry out normal day-to-day activities (Equality Act, Schedule 1, paragraph 8).

The effect of the impairment must be substantial and it must have an adverse effect which is greater than having a minor impact. This is because having an impairment does not in itself mean that a person is disabled by it.

## PART 2 – ACTION PLAN 2021-2024

### Action Plan A – Improving Curriculum Access

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisors and SEN advisors, and of appropriate health professionals from the local NHS Trusts.

Recommendation/Actions	Date Completed	Responsibility
<ul style="list-style-type: none"> <li>To develop pupil confidence and progression in reading through classroom based strategies and intervention</li> <li>To facilitate pupils to make progression in developing and appropriately applying numeracy skills through classroom based strategies and intervention</li> <li>To ensure that pupils make appropriate progress in the welsh language and demonstrate an appreciation of Welsh culture</li> <li>To ensure that pupils successfully transfer their learning from withdrawal sessions to whole class teaching</li> <li>To provide whole staff training on the specific learning difficulties that many pupils at school have a diagnosis of e.g. ASD, ADHD, dyslexia and dyspraxia</li> <li>As appropriate, ensure that learners with a hearing impairment study BSL as part of the curriculum</li> <li>To ensure that support staff are used effectively to support learning and behaviour</li> </ul>		ALNCO, Inclusion Manager HT/SLT Numeracy & Literacy, Welsh Dept

### Action Plan B – Improving Physical Access (please see in conjunction with the Access Audit checklist, WCBC)

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Recommendation/Actions	Date Completed	Responsibility
<ul style="list-style-type: none"> <li>To ensure that all classrooms remain accessible for wheelchair users, including layout and seating plans</li> <li>To ensure that seating arrangements meet the needs of learners with additional learning needs, particularly those with HI</li> <li>To make appropriate arrangements for learners who have specialist intervention transportation to and from school, so that extracurricular activities can be accessed</li> <li>To ensure that future refurbishments of the premises take into consideration visually impaired learners and their preference of lighting and colour scheme</li> <li>To purchase further ancillary aids for HI pupils</li> <li>To update manual handling training and to explore evacuation chair training and implementation</li> </ul>		ALNCO, Inclusion Manager HT/SLT

### Action Plan C – Improving the Delivery of Information and widening the methods of communication:

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Recommendation/Actions	Date Completed	Responsibility
<ul style="list-style-type: none"> <li>To ensure that learners are actively involved in making decisions that affect them and their learning e.g. participation on student council</li> <li>To explore audio formats for school website and prospectus</li> <li>To ensure that meetings with parents/carers with known ALNs are suitably adapted to make them accessible e.g. appropriate formats and a signer for HI parents</li> <li>To develop and promote ALN drop-in events and coffee mornings</li> <li>To ensure that staff, pupils and parents are fully informed about the ALN reforms and that policies and procedures are appropriately adapted/implemented to meet new statutory requirements</li> </ul>		ALNCO, Inclusion Manager HT/SLT