Brynhyfryd Primary School

ACCESSIBILITY PLAN

3 YEAR PERIOD COVERED BY THE PLAN:
2024 – 2027

Date of approval by the governing body: October 2024
Date of annual review: September 2025 **Date of full review:** September 2027

Cyngor Abertawe
Swansea Council

Section	Content	Page Numbers
	Foreword	3
1.	Introduction	4
2.	Legislation	5
3.	Children's Rights	6
4.	Roles and Responsibilities	6
5.	Information and Engagement	8
6.	Our Accessibility Plan	9
7.	Publishing and Monitoring Outcomes	9
Appendix 1	Accessibility Plan	10

Foreword

At Brynhyfryd Primary School we fully acknowledge and uphold our duties under the Equality Act 2010 to eliminate discrimination, harassment and victimisation and to promote equality of opportunity for all learners, employees, and members of our school community.

We acknowledge the social model of disability that recognises that individuals are disabled by barriers in society, not by their impairment or difference. We strive to identify and eliminate such barriers to ensure full participation in the day-to-day life of our school.

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

The Accessibility Plan demonstrates how access is to be improved for current disabled learners and anticipates future need to make reasonable adjustments to reduce and eliminate identified barriers.

The school and governing body, will collect, analyse and publish information about our progress in achieving our improvement priorities as outlined in the Plan. This will be shared and published so that there is transparency and accountability. We will also 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.

The strategic lead for our Accessibility Plan is: Click or tap here to enter text.

Name **James Knight**
HEADTEACHER

Name Cllr Mike White
CHAIR OF GOVERNORS

Section 1: Introduction

Our school vision is aligned with the principles of the Equality Act (2010) and ensures that diversity and difference is truly valued and celebrated within our school.

"We are committed to improving the quality of the educational opportunities for all our children through the 6 Areas of Learning and Experience in the 21st Century. We continually look for ways to increase the range of provision for all children to have opportunities within an enriched curriculum based on real-life experiences, which develops reflective and lifelong learners. We are committed to raising standards and improving the achievement of all learners regardless of their background, as they progress through the curriculum's progression steps and towards meeting their full potential.

Our aim is to work with our school's cluster, learners and wider school community to achieve the best start in life that we possibly can. From entry to our school, multiple agencies work with our highly trained staff to support our children by fully engaging with parents, carers, extended families and the wider school community. Nurturing learners through an ethos of care and restorative practice is of paramount importance to Brynhyfryd Primary School, as outstanding levels of health and wellbeing foster outstanding levels of personal achievement for all. In order to do this, the school rigorously adherers to the Welsh Well-being Act (2015).

We aspire for our school community to be fully committed to the UNCRC and the Rights of others. We firmly believe in developing all children understanding of their rights and strive to enhance this understanding, by forging global links with other schools.

We recognise that the quality and rapport of our teaching team linked to the positive qualities of children's attitudes to learning are the most important factors in learner's achievement. We strongly promote pupil-voice in our school self-evaluation and development, as we recognise and value what learners have to say as we develop their meta-cognition.
Leadership at all levels is nurtured and developed in order to increase leadership capacity for the future of Brynhyfryd Primary School. We are committed to ensuring that through children's feedback, colleagues who lead, teach or support teaching have the necessary skills and experience to practice high quality teaching through high quality training. The professional development of individuals is tailored to the context of our school priorities and individual staff member needs. It will always lead to inclusivity and high impact on all learners, attainment and achievement. The school makes the needs of all its learners a priority, in-line with the Welsh Additional Learning Need Transformation Programme (2018)."

Our school treats learners and the whole school community fairly and with respect. This involves providing access and opportunities to every learner without discrimination of any kind.

The purpose of our Accessibility Plan is to reduce and eliminate barriers to accessing school life and to ensure full participation in the school community for disabled learners and prospective disabled learners, as well as staff, volunteers and visitors with a disability.

Our Accessibility Plan is available 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 rigorous monitoring and an evaluation.

Section 2: Legislation

Our Accessibility Plan meets the requirements of Schedule 10 of the Equality Act (2010) which places a statutory duty upon schools to prepare a Plan every three years to progressively improve access for disabled learners.

The 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 12 months or more.

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

Our Accessibility Plan has been developed based on the three statutory planning duties and therefore identifies 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

Section 3: Children's Rights

We put children's rights at the heart of everything we do as a school. Both the **UNCRC (United Nations Convention on the Rights of the Child)** and the **UNCRPD** (**United Nations Convention on the Rights of Persons with Disabilities)** explicitly address the need to protect the rights of children with disabilities.

The **UNCRC**, in **Article 23** states that children with a disability have the right to enjoy a 'full and decent life'. In addition, the UNCRC states that every child has a right to information,
(**Article 13**), an education (**Articles 28 and 29**) and to express their views (**Article 12**).

The **UNCRPD** is the international human rights treaty which sets out the human rights of disabled people. The UNCRPD includes specific considerations relating to children. **Article 7** sets out that disabled children have the same rights as all other children. **Article 23** provides disabled children and their families with the right to information and support and **Article 24** sets out that disabled children have the right to inclusive education with support to develop their skills and talents to the full.

Section 4: Links with other Policies/Plans

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

- *Strategic Equality Plan*
- *ALN Policy*
- *Curriculum Policy*
- *Health and Safety Policy*
- *Positive Behaviour Policy*
- *Anti–bullying Policy.*

Section 5: Roles and Responsibilities

Governors:
To ensure compliance with the Equality Act (2010), the governing body will**:**

- ensure they are familiar with and execute their duties in accordance with the Act;
- work in partnership with school leaders and key stakeholders to audit accessibility of the school to inform the Accessibility Plan;
- ensure that the school publishes its three-year Accessibility Plan;
- make appropriate arrangements to monitor the Plan's progress and effectiveness on an annual basis and issue a new plan on a rolling three-year basis;
- publish information about the Plan in the governors' annual report to parents;
- undertake training in disability equality issues and inclusion;
- submit accessibility plans to the local authority on request.

Senior Leadership Team

Senior Leaders in our school promote accessibility and eliminate discrimination by undertaking a cycle of development, implementation and review of the Accessibility Plan through:

- establishing processes for identifying all disabled learners to ensure their barriers to full participation are identified and considered as part of accessibility planning;
- ensuring the Accessibility Plan considers the wide scope that the definition of disability covers and recognises the distinction from ALN;
- auditing/reviewing the outcomes of previous plans and completing/updating an Accessibility Audit to identify barriers to accessibility;
- ensuring the views of disabled learners and their parent/carers are central to reviewing and developing the Accessibility Plan;
- consulting with a range of stakeholders;
- identifying improvement priorities for each of the three planning duties;
- ensuring that the plan clearly stipulates the school's short, medium and long-term objectives with specific and measurable targets/goals and clear timescales;
- implementing the Accessibility Plan;
- ensuring that a review and evaluation process is in place;
- including the Accessibility Plan on the school website and making it available in hard copy;
- providing an annual evaluation report to the governing body detailing progress against priorities in the Accessibility Plan.

Section 6: Information and Engagement

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 audited accessibility and sought feedback from our disabled learners and their parent/carers to identify remaining barriers to accessibility and to inform actions that we can take to address them. The school's self-evaluation and school improvement planning processes have also informed the Plan.

Our key findings are:

Planning Duty 1: **Increase the extent to which disabled learners can participate in the school curriculum.**
Develop universal provision within classrooms and learning environments for those with ALN in and not in receipt of an IDP.

Planning Duty 2: Improve the physical environment of the school
Ensure that accessibility ramps, intimate care provision and DDA compliant toilet facilities are accessible across all school sites; in addition to a main entrance with a hearing loop.

Planning Duty 3: Improve the accessibility of information for disabled learners
Ensure that ALN processes involve pupils and families as appropriate within ALN Bill timelines, and that classroom environments and shared spaces are labelled clearly and appropriately in order to better facilitate independent learning opportunities.

Section 7: Our Accessibility Plan

Our Plan has been developed from our findings above. Our improvement priorities are:

1) Develop learning environments that enable integrative provision for pupils with IDPs

2. a) Improve DDA toilet and changing facilities across school sites
   b) Improve ramped access across school sites.

3.a) Ensure all pupils transition to new ALN processes within national timescales
   b) Improve the clear labelling of resources and classroom/ shared spaces

[Full details can be found in our Plan in Appendix 1.]

Section 8: Publishing and Monitoring Outcomes

The Accessibility Plan is available on our school website. Monitoring will take place on an annual basis. The school will provide a report detailing progress against the Accessibility Plan to the governing body on an annual basis. Information will then be detailed in the Governors' Annual Report to Parents/Carers.

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Appendix 1

Brynhyfryd Primary School
ACCESSIBILITY PLAN FOR 2024 to 2027

PLANNING DUTY 1: Increase the extent to which disabled pupils can participate in the curriculum						
RATIONALE: Health and safety audits, ALN learning walks and informal monitoring of building plans highlight the need to develop universal provision within classrooms and learning environments for those with ALN in and not in receipt of an IDP.						
Sub Priorities (objectives)	**Intended Impact/ Success Criteria Key Actions**	**Key Actions**	**Lead Person (to include governors)**	**Timeline**	**Resource/ Funding (to include grant funding)**	**Link to Monitoring/Self Evaluation Activities that will give you evidence of impact/success**
1) To develop learning environments that enable integrative provision for pupils with IDPs *(MEDIUM TERM PLAN)*	Pupils on both the West and East Sites will have access, as appropriate, to integrative provision learning spaces.	• Headteacher/ senior leaders/ site manager to liaise with local authority officers and the school improvement advisor to consider options and funding available for repurposing/ constructing 1 learning space on both the West and East Sites. Associated works to follow.	James Knight, Martin Jones (Site Manager) & Cllr White (CoG) of Premises Committee	West Site (Ystafell Enfys by end of Autumn '24) East Site (TBC- LA capital funding dependent)	West Site (Ystafell Enfys- staff restructuring no cost, resources £1k) East Site TBC- LA capital funding dependent	-Wellbeing Committee minutes -Standards Committee minutes -Headteacher's Reports
Evaluation (Continuous)						

Autumn 2024

1) West Site: integrative provision learning space completed and staffed. Outcomes of pupils' wellbeing, engagement and IDP achievement all greatly improved from soft-data. Hard data to follow end of Spring Term 2025.
East Site: TBC

PLANNING DUTY 2: Improve the physical environment of schools

RATIONALE:
Health and safety audits, ALN learning walks and informal monitoring of building plans highlight the need for accessibility ramps, intimate care provision and and additional DDA compliant toilet facilities accessible across all school sites; in addition to a main entrance with a hearing loop.

Sub Priorities (objectives)	Intended Impact/ Success Criteria Key Actions	Key Actions	Lead Person (to include governors)	Timeline	Resource/ Funding (to include grant funding)	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact/success
2.a) Improve DDA toilet and changing facilities across school sites *(LONG TERM PLAN)*	Pupils with physical disabilities and intimate care needs will have access to facilities nearer to their learning environments.	• Headteacher/ site manager to liaise with local authority officers in order to install changing facilities on all school sites. • Headteacher/ site manager to liaise with local authority officers in order to install 1 additional DDA child toilet on	James Knight & Cllr White (CoG) of Premises Committee James Knight & Cllr White (CoG) of Premises Committee	TBC- LA capital funding dependent TBC- LA capital funding dependent	TBC- LA capital funding dependent TBC- LA capital funding dependent	-Premises Committee minutes -Headteacher's Reports

		the school's East Site, 1 DDA adult toilet on the West Site.				
2.b) Improve ramped access across school sites. *(MEDIUM TERM PLAN)*	Pupils, families, staff and visitors will be able to access the school on the East Site and the West demountable building via a ramped main entrance.	• Headteacher/ site manager to liaise with local authority officers in order to install ramps to the East Site new main entrance (including new modular building). • Headteacher/ site manager to liaise with local authority officers in order to install ramps to the West demountable building.	James Knight, Martin Jones (Site Manager) & Cllr White (CoG) of Premises Committee James Knight, Martin Jones (Site Manager) & Cllr White (CoG) of Premises Committee	TBC- LA Universal Free School Meals Project timeline dependent TBC- LA capital funding dependent	Costings changing frequently as timeline changes. Approx costs started at £42k, then became £70k and most recently £112k. This to now be paid by LA as part of UFSM project TBC- LA capital funding dependent	-Premises Committee minutes -UFSM Project minutes - Headteacher's Reports
Evaluation (Continuous)						

Autumn 2024

2.a) JK has liaised with Christine Thomas (Projects Management) to:

- install changing furniture and equipment in Nursery demountable along with necessary associated internal remodelling of entrance porch.
- Begin a phased approach to West Site intimate care room installation with hydraulic changing bed, shower facilities and DDA toilet incorporating the current cleaners' cupboard space and part of cloakroom. Next phase to be completed Easter 2025.
- Receive plans from County Building Services and confirmation of East intimate care project being on capital projects waiting list for next financial year 2025-26. This to include 3 toilets (1 DDA) and shower facility in current cleaners' room (to be relocated next to boys' toilets)

2. b) JK and MJ have liaised with Nia Jeremiah (surveyor) in order to complete internal works for new main entrance over summer holiday (2024). Everything is now complete for ramps to be installed as part of UFSM build project. Latest LA timeline sees works completed for September 2025.

No plans/ funding available from LA yet for West Site ramps.

PLANNING DUTY 3: Improve the delivery to disabled pupils of written information.

RATIONALE:

ALN self-evaluations highlight the need to ensure that ALN processes involve pupils and families as appropriate for those remaining to be transferred to ALN Bill timelines; and that classroom environments and shared spaces are labelled clearly and appropriately in order to better facilitate independent learning opportunities.

Sub Priorities (objectives)	Intended Impact/ Success Criteria Key Actions	Key Actions	Lead Person (to include governors)	Timeline	Resource/ Funding (to include grant funding)	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact/success
3.a) Ensure all pupils transition to new ALN processes within	Disabled pupils with ALN will have contributed with family (as appropriate) to receiving/ not	ALNCo to transfer records of remaining cohorts to new ALN systems through use of IDP decision making processes. These to be agreed across the	Vikki Jones-ALNCo	End of Summer '25	NA	-IDPs -ALNCo monitoring file -Headteacher Reports -1-page profiles

national timescales *(MEDIUM TERM PLAN)*	receiving an IDP and universal provision as appropriate	cluster in order to ensure universal provision offered is equitable.				
3.b) Improve the clear labelling of resources and classroom/ shared spaces *(LONG TERM PLAN)*	Disabled pupils will be able to access written information appropriately in order to gain independence in learning	• All disabled pupils to have a '1-page-profile' accessible to them and staff working with them. • ALNCo to provide training for all staff re how to clearly label resources/ spaces for disabled learners both in classroom spaces and in shared spaces. • Staff to amend environments as appropriate particularly in relation to becoming increasingly ASD/ ADHD and dyslexia-friendly	Vikki Jones-ALNCo	Rolling programme until end of Summer '27	TBC	-INSET/ADDs minutes -ALNCO evaluations/MERs -Headteacher Reports -1-page-profiles -Learning environment audits -Pedagogy Handbook insert re Learning Environments
Evaluation (Continuous) ***<u>Autumn 2024</u>*** ***3.a)*** Only 1 cohort of pupils left to transfer to new ALN systems. ALNCo is ahead of national deadlines by nearly 2 terms. Universal provision systems agreed with staff and triage system created in-line with agreed universal provision descriptor list in order to reduce workload across the school.						

3.b) –All disabled pupils now have a 1-page-profile along with all other pupils in order to ensure equitable opportunities and wellbeing of disabled pupils.
-ALNCo has provided training on ASD friendly spaces and associated dysregulation. Staff have responded positively and mop-up traiing has been provided by the ALNCo to new staff this term in addition.
-MERs to be completed following next round of training for staff.