



# **Ysgol Bro Carmel School Accessibility Plan**

**3-year period covered by the plan  
January 2025- January 2028**

**Date Adopted: Spring 2025  
Date of Review: Spring 2028  
Committee: FGB**

## **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ **not to treat disabled pupils less favourably for a reason related to their disability;**
- ❑ **to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;**
- ❑ **to plan to increase access to education for disabled pupils.**

**This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:**

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### **1. Starting points**

#### **1A: The purpose and direction of the school's plan: vision and values**

- ❖ We recognise the value and potential of every member of the school and its wider community.
- ❖ We support and encourage all areas of development in an atmosphere of warmth, care, trust, security and respect. This allows every individual to become confident, happy, tolerant citizens, whose academic, spiritual, moral, cultural and physical developments are celebrated.
- ❖ Our school environment promotes quality. High quality teaching stimulates effective and appropriate learning that enables pupils to be successful learners.
- ❖ The environment and the curriculum reflect our common purpose of providing a high quality, broad and rich education for all.

**The school has set the following priorities for the development of the vision and values that inform the plan:**

- Our environment is not fully accessible to all pupils. In conjunction with the LEA our priority is to improve the physical environment of the school to make it accessible to everyone.
- To continue to deliver and promote a broad and balanced curriculum

#### **1B: Information from pupil data and school audit**

- ❑ Currently we do have 2 pupils who are physically disabled
- ❑ Staff are fully aware of what DDA requires of them
- ❑ Data for all pupils is regularly analysed
- ❑ The physical environment restricts access to all parts of school for disabled pupils. This continues to be a priority adaptations are made as appropriate and as necessary.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- Continue monitoring pupil progress through data analysis
- Continue monitoring attendance

## **1C: Views of those consulted during the development of the plan**

This plan is in the draft stages. Consultations will take place with: parents, governors, staff and pupils

### **The school has set the following priorities in respect of consultation on the plan:**

- Consult parents, governors, staff and pupils

## **2. The main priorities in the school's plan**

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

Planned curriculum development work is time intensive, so, to be sustainable, we will:

- ☐ focus on chosen areas of the curriculum over time;
- ☐ be planned over the life of the school's accessibility plan;
- ☐ be coordinated with the priorities in the school improvement plan;
- ☐ be led by those with curriculum expertise within the school;
- ☐ be carried out in conjunction with partner schools wherever possible, ideally through cluster or network arrangements facilitated by the local authority;
- ☐ draw on the expertise of external partners, for example: speech and language specialists, educational psychologists;
- ☐ use ICT.

Key elements of our planned approach will be:

- ☐ a focus on medium term planning, at the level of schemes of work;
- ☐ a clear assessment of the current Curriculum for Wales levels of the full range of pupils, particularly in relation to speaking and listening levels;
- ☐ high expectations;
- ☐ appropriate deployment of learning support;
- ☐ pupil grouping and use of peer support.

As part of our school review the following will be taken into consideration:

- ☐ use of ALNCO time;
- ☐ the responsibilities of subject leaders;
- ☐ the way that learning support assistants are deployed;
- ☐ time-tabling;
- ☐ how the school plans to develop awareness of disability through the curriculum;
- ☐ how successful developments in one area of school life are shared across the whole school;
- ☐ access to specialist advice and support.

Disabled pupils need access to the 'formal' 'taught' curriculum of the school, but also to activities in the interstices of the school day and beyond the school day, for example:

- ☐ recreation;
- ☐ movement around the school;
- ☐ special events: sports days, visiting theatre groups or story-tellers;
- ☐ extra-curricular activities: breakfast clubs, after-school clubs;
- ☐ school trips.

### **The school has set the following overall priorities for increasing curriculum access:**

- Ensuring all policies encompass all aspects of inclusion
- Ensuring extra curricular activities are accessible to disabled pupils

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Priorities for improvement are:

- ❑ improvements to toilets, washing and changing facilities;
- ❑ the provision of ramps and lifts and improvements to doorways;
- ❑ the provision of particular furniture and equipment to improve access.

The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.

**Funding for improvements to the physical environment of the school may come from a variety of different sources:**

- ❑ School Access Initiative funding may be needed for major capital works. This has to be coordinated with the local authority's priorities;
- ❑ devolved formula capital funding can meet the costs of some of the priorities;
- ❑ delegated funding can be used to meet the costs of particular equipment that may need to be provided for disabled pupils;
- ❑ where alterations need to be made to improve access for a disabled teacher, funding may be available through the 'Access to work' programme.

**The school has set the following priorities for physical improvements to increase access:**

- the provision of ramps and lifts and improvements to doorways;
- the provision of particular furniture and equipment to improve access.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The school has set the following priorities for providing information for disabled pupils:

- **To use a variety of medium to enable pupils to access information e.g. use of ICT/ Handouts/ Timetables**

### **3. Making it happen**

#### **3A: Management, coordination and implementation**

**The planning process:**

- ❑ The governing body has responsibility for the school accessibility plan and sets a clear direction for it;
- ❑ The AL NCO(Additional Learning Needs Co-ordinator) has the whole school overview and is responsible for providing advice and guidance to staff, pupils, parents and governors
- ❑ how and when the plan is reviewed and revised, including how anyone might contribute to that process;
- ❑ has a mechanism for the evaluation of the plan

**Coordination:**

**Under other legislation:**

- ❑ ALN legislation (some disabled pupils will also have ALN and the effectiveness of the school's provision to meet ALN will therefore have an impact on the progress of disabled pupils);
- ❑ other parts of the DDA (duties towards the general public, in Part 3, and to staff in Part 2).

**Other policies and plans incorporated into this plan:**

- ❑ school improvement plan;
- ❑ professional development plan;
- ❑ ALN policy;

- ☐ asset management plan;
- ☐ health and safety policies;

We will make use of the following agencies in the implementation of this plan:

- ☐ with the local authority's accessibility strategy;
- ☐ social services;
- ☐ health agencies, particularly in respect of meeting the health needs of disabled pupils in school.

**Implementation:**

- ☐ The ALNCO/HT are responsible for having the overview of this plan although all staff are required to have an awareness of it.
- ☐ This plan will take place over the next 3 years and will be reviewed annually
- ☐ The largest obstacle to the implementation of this plan is funding from LEA/WAG

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Annual review of plan in consultation with governors

**3B: Getting hold of the school's plan**

**The school makes its accessibility plan available in the following ways:**

- ☐ By request to the school office