



Penygarn Community Primary School Accessibility Plan 2014 – 2017



The aim of this accessibility plan is to demonstrate how Penygarn Community Primary School intends to increase the accessibility to the built environment, curriculum and information.

The Governors at Penygarn Community Primary School are fully committed to providing an inclusive environment for curriculum delivery for all pupils.

Aims and Objectives:

The plan aims to improve access to all aspects of education in a way to remove or limit the impact of existing barriers and to widen the opportunities for all.

The Governing Body recognises its responsibilities under the legislation¹ not to discriminate against disabled persons in their learning environment, not to treat disabled people less favourably and to make "reasonable adjustments"²ⁱ to avoid putting disabled users at a substantial disadvantage. The plan focuses on three key elements and puts forward strategies to meet these objectives. The three key elements are:

- Improvement to increase access to the built environment
- Improvements to access the curriculum
- Improvements in the provision of information to all

¹ The Disability Discrimination Act 1995 as amended (Part4) by the SEN and Disability Act 2001 (SENDA) provides duties and responsibilities to LA's and schools to prevent discrimination against disabled persons. In particular - The SEN Framework (the SEN and Disability Act 2001 amends sections 316 and 316A of the Education Act 1996; The disability discrimination "duties" (sections 28A and 28C of the Disability Discrimination Act 1995); The planning Duties (section 28D of the Disability Discrimination Act 1995

² Reasonable adjustments for disabled pupil- Equality and Human Rights Commission

A. Gathering Information					
Target	Actions	2014-2015	2015-2016	2016-2017	Responsibilities
To Implement and maintain a monitoring system to support pupils with a disability	<ul style="list-style-type: none"> Maintain a register of children with a disability Monitor patterns of attendance Monitor Participation in off site activities and residential visits. record pupil achievements 				<ul style="list-style-type: none"> SENCo EWO/SENCO/HT Teachers HT/Teachers
To ensure the needs and aspirations of groups of users are met and understood	<ul style="list-style-type: none"> carryout pupil/parent/stakeholder questionnaires/discussions to seek the views of those with disabilities 				<ul style="list-style-type: none"> HT/Govs SENCo/Governors
B. Increasing the extent to which disabled pupils can participate in the school curriculum.					
Target	Actions	2014-2015	2015-2016	2016-2017	Responsibilities
To ensure the school develops children's awareness of disability	<ul style="list-style-type: none"> Review PSHE curriculum to ensure disability awareness is taught effectively. Provide opportunities for children to meet with people with a variety of disabilities. review provision in other areas of the curriculum eg P.E Purchase books and other resources that promote positive images of disability. Invite disabled visitors/speaker to school assemblies, events. Continue to liaise with Crownbridge staff re Peer mentoring programme 				<ul style="list-style-type: none"> PSHE Lead PSHE lead Subject Leaders PSHE/Literacy Leader PSHE Lead Deputy Headteacher Inclusion
To ensure all pupils have full	<ul style="list-style-type: none"> Risk assessment prior to trips Plan trips and activities with parents to 				<ul style="list-style-type: none"> HT/Teachers Teachers

access to trips and extra curricular activities	<ul style="list-style-type: none"> ensure access Provide support for pupils to ensure they can access out of hours activities. Continue close liaison with Crownbridge staff 				<ul style="list-style-type: none"> Teachers
To raise staff awareness of the curriculum needs of pupils with : ASD Language and communication difficulties Severe learning difficulties Physical disabilities VI HI	<ul style="list-style-type: none"> Ensure staff are able to identify and cope with children with disabilities. Ensure teachers, support staff and governors have access to specific training for disability issues. Ensure that all staff can differentiate the curriculum appropriately including through changes to teaching and learning style and are aware of SEN resources. Train identified staff to administer medication Accommodate toileting and care needs of incontinent pupils - ensure individual care plans are up to date Train identified staff in moving and handling techniques when appropriate 				Deputy Headteacher Inclusion Health and safety Officer

C. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services

Target	Actions	2014-2015	2015-2016	2016-2017	Responsibilities
To provide appropriate access to all users	<ul style="list-style-type: none"> Seek information on the needs of users and pupils See DDA audit (appendix 1) Incorporation of appropriate colour schemes when refurbishing to benefit pupils with VI Review regularly and at least annually all areas of the school in order to ensure there are no physical barriers for pupils with a range of disabilities. (see Identifying 				Deputy Headteacher Inclusion Seek advice from Greg Price / Matthew Touhig

	Barriers to Access audit checklist)				
To ensure disabled adults are considered equally with others for posts in the school	<ul style="list-style-type: none"> To welcome all applicants for teaching and TA posts. To encourage all members of the community to consider becoming a governor. 				<ul style="list-style-type: none"> Govs/HT Govs/HT

D. Making written information accessible to pupils in a range of different ways.

Target	Actions				Responsibilities
To review information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> Ask parents/Carers about child's access needs when admitted to the school. Ask parents/Carers about access to information in review meetings. Ensure when appropriate that written material is available in alternative formats (LA advice available) 				<ul style="list-style-type: none"> HT/Staff Deputy Headteacher Inclusion Teachers/SENCo
To increase support for parents of children with a disability	<ul style="list-style-type: none"> To ensure that the school prospectus explicitly welcomes children with SEND. Encourage parents of children with a disability to support their children's education. 				<ul style="list-style-type: none"> Govs/HT / Deputy headteacher Inclusion All
To ensure delivery of material to pupils is appropriate to their needs	<ul style="list-style-type: none"> School to produce large print materials as required by pupils with a VI School to produce pictorial support materials such as visual timetables , choice boards etc for pupils with ASD 				<ul style="list-style-type: none"> Teachers / support staff / Deputy Headteacher Inclusion

