

Porth Community School



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PORTH

COMMUNITY SCHOOL

Accessibility and Disability Plan

Date Created: August 2018, Reviewed October 2022

Review Date: October 2025

Chair of Governors – David Brookes

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Signed:

Date: 10.10.2022

Headteacher – Yvonne Jones

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Date: 10.10.2022

Contents

Contents.....	2
Introduction and aims.....	3
Background	3
Principles.....	4
Purpose and direction of the school’s plan	5
Information from pupil data and school audit	5
Views of those consulted during the development of the plan	5
Key priorities in the school plan are:	6
The ALN Framework.....	6
Audit, management, implementation and monitoring	6
Making reasonable adjustments	6
Monitoring and Impact Assessments	7
Access to the scheme.....	8
Accessibility Plan - Porth Community School	9

Accessibility and Disability Plan for Porth Community School

Introduction and aims

Porth Community School believes in providing every opportunity to develop a pupils' full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is the school's aim to reduce and eliminate barriers to;

- the curriculum;
- all aspects of school life;
- the school environment;

for pupils and prospective pupils, staff, parents and visitors with a disability.

In this scheme the school outlines how it can promote disability equality for all disabled pupils, staff, parents, governors and visitors to the school.

Background

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act and requires Porth Community School to have an Accessibility Plan. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal duties.

Physical or mental impairment includes ALNsory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on a person's everyday life. Mental health conditions are also covered when they are a clinically well-recognised illness.

This plan sets out the proposals of the school to comply with The Equality Act 2010 and increase access to education for disabled pupils.

The school and its governors fully support the ideal of ensuring equality of opportunity for all providing it is not incompatible with the efficient education of other children.

Improving the accessibility of schools is not just about removing barriers, it is about increasing access in the widest ALNse, to ensure that teaching and learning is fully accessible to all pupils.

Whilst the focus is on improving access for disabled pupils some of the strategies may also improve access for disabled staff, parents and members of the public.

Whenever possible we will work in partnership with the LA, sharing information and expertise, to produce this accessibility strategy.

It is our duty to make sure that:

- We do not to treat disabled pupils less favourably for a reason related to their disability;
- We make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- We plan to increase access to education for disabled pupils.
- We do not discriminate against anyone
- We do not allow any form of harassment of people with a disability
- We promote positive attitudes towards anyone living with a disability
- We remove barriers which may discourage disabled people from playing a full part in the life of the school
- We encourage full participation by everyone in the activities of the school.
- The accessibility action plan is resourced, implemented, reviewed and revised annually.

This plan will be reviewed in September each year and revised if necessary. A new plan will then be produced at 3 yearly intervals.

Principles

- Compliance with the above-mentioned legislation is consistent with the school's aims, Equal Opportunities and the operation of the school's ALN Policy
- The Local Authority admissions policy applies which does not discriminate a disabled child
- The school recognises that it is unlawful to discriminate against a disabled pupils by excluding him or her from school for a reason related to the pupil's impairment
- When recruiting staff disabled people will not be discriminated against
- The school recognises and values parents' and carers' knowledge of their child's disability and seek partnership and consultation
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils in as inclusive a curriculum as possible by:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils
 - by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities.

Purpose and direction of the school's plan

The school's Disability Equality Scheme (DES) and Accessibility Action Plan (AAP) will aim to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

Information from pupil data and school audit

Information about the needs of disabled people will be gathered through:

- Pupil admission information
- Parental questionnaire
- SIMs data
- Statements/School Action/School Action Plus
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies

Achievements of disabled people will be gathered through:

- Data analysis (progress/attainment)
- Assessment records
- Celebration assemblies, certificates, letters home, etc.

Information is gathered as part of the school's self-evaluation process is used to inform future plans and schemes.

Views of those consulted during the development of the plan

To ensure the school is a welcoming environment for everybody, all stakeholders are consulted. Where adjustments need to be made, consultation has taken place with those who have an understanding of different disabilities and the barriers they preALNt. Those consulted in the development of the school DES and AAP include:

- Pupils with and without a disability
- Parents/carers of pupils who have a disability
- Staff
- Governors
- Members of our community with relevant experience
- Local Special schools and Outreach Teams

The consultation included questions about barriers to learning and full involvement in school life. These include:

- Movement around the building and grounds easily and confidently
- Having equal opportunity to access lessons and other activities
- How we could improve communication between home and the school
- How we could raise awareness of the scheme and the issues addressed so that all members of the school community could be more proactive in including disabled people in every aspect of school life

Key priorities in the school plan are:

- Priority 1 - Increasing the extent to which disabled pupils can participate in the school curriculum
- Priority 2 - Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and wider life of the school, including trips and clubs
- Priority 3 - Improve the accessibility of written information to disabled pupils.

The ALN Framework

Planning to increase access for disabled pupils will help the inclusion of children with statements of ALN. The school has a strong tradition of educating children with statements of special educational needs and will continue to do so unless this is incompatible with the efficient education of other children.

Audit, management, implementation and monitoring

Audit of provision

- Pupils are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all
- Pupils have individual learning targets, closely monitored and regularly reviewed
- Analysis of progress and performance data enables us to measure the impact of intervention and support strategies for pupils
- Teaching Assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to pupils with disabilities and ALN
- Advice is sought from Support Services for RCT, Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) the building and grounds:

- Ensuring all adjustments to current buildings are DDA compliant
- Denote hazards for the visually impaired

(b) learning and teaching:

- We will review and monitor to ensure disabled pupils make progress in line with their abilities, and will evaluate and adapt our practice accordingly
- Pupil progress is monitored
- Additional support (small group or 1:1) will be provided where possible

- Statements/School Action/School Action Plus targets ensure aptness of teaching and learning strategies
- Targets will be monitored regularly
- Targets and progress towards them will be reported to parents regularly
- SIMS or other data tracking software and monitoring in school by senior staff to track and analyse the achievement of all our pupils

(c) communication methods

- Use of interactive whiteboards
- Use of ICT resources by pupils
- Visual timetables for some pupils
- Newsletters to parents/carers
- Twitter
- Use of School website
- Informal discussions with parents/carers
- Telephone messages and conversations with parents/carers
- Most information is available electronically and can be converted to other appropriate formats

The effectiveness of these adjustments will be monitored regularly and the opinions of disabled stakeholders canvassed. Feedback will come from:

- Pupil interviews
- School Council
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Governors
- Other visitors and users of the school
- Outside Agencies

Monitoring and Impact Assessments

The Governing Body will review and update the Accessibility and Disability Action Plan annually. The school will measure the impact of any changes or initiatives on the quality of school life in its widest sense for those pupils on the disability register.

This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards, disability:

- Pupils interviews
- Increasing staff awareness
- Parental questionnaires
- Analysis of assessment data

The ALN register will be updated as and when necessary.

Formal review of the scheme will take place after three years. The impact of all school policies and practices on disability equality will be assessed at the time of review with the Local Governing Body and a review group which will include pupils with a disability.

Access to the scheme

The scheme will be available on the school website and hard copies produced on request at the school reception

Accessibility Plan - Porth Community School
September 2022 – September 2025

Priority	Target	Strategy	Outcome	Timeframe	Goal Achieved
1	Support staff in meeting the needs of all pupils	Staff professional programme for all staff and support to individual staff as required	All teachers are able to plan for and meet the needs of disabled pupil's needs and ALN pupils with regard to accessing the curriculum	On-going	Increase in access to the curriculum for both disabled pupils and ALN pupils.
1	Out-of-school activities are planned to ensure access to and participation in by all pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On-going	Increase in access to, and participation in, school activities for both disabled pupils and ALN pupils.
3	Continue to Improve the availability of accessible information to disabled pupils and families of disabled pupils making reasonable adjustments as required.	The school will make itself aware of the services available through the LA for converting written information into alternative formats Where appropriate and practically possible use Braille, large print, accessible language (no jargon), audio format, through sign language, using a symbol system	If needed, the School can provide written information in alternative formats.	As required	Improved quality of accessible information for disabled pupils and families of disabled pupils.
2	Continual monitoring of the needs of pupils to ensure current and future refurbishment work benefits those with physical disabilities.	If needs are identified, seek advice from LA on appropriate design features.	Identified needs are addressed whenever they might arise.	On-going	Commitment to providing reasonable adjustment to the school environment to meet the needs of any disabled person. Increased participation by disabled pupils in activities offered.