

St Paul's Church in Wales Primary School



A family of learners who believe, belong and succeed together.

Teulu o ddysgwyr sy'n credu, yn perthyn ac yn llwyddo gyda'i gilydd.

Accessibility Plan **(Cynllun Hygyrchedd)**

Staff Responsible: Katie Toozer

Agreed: February 2024

Review Date: February 2025



Our Vision

At St Paul's C/W Primary school we will promote an inclusive, diverse and supportive environment where teachers, parents and members of the community positively impact on children's learning.

At St Paul's C/W Primary School we will provide a safe opportunity for all staff and children to experience learning that impacts on their local community and global communities around the world.

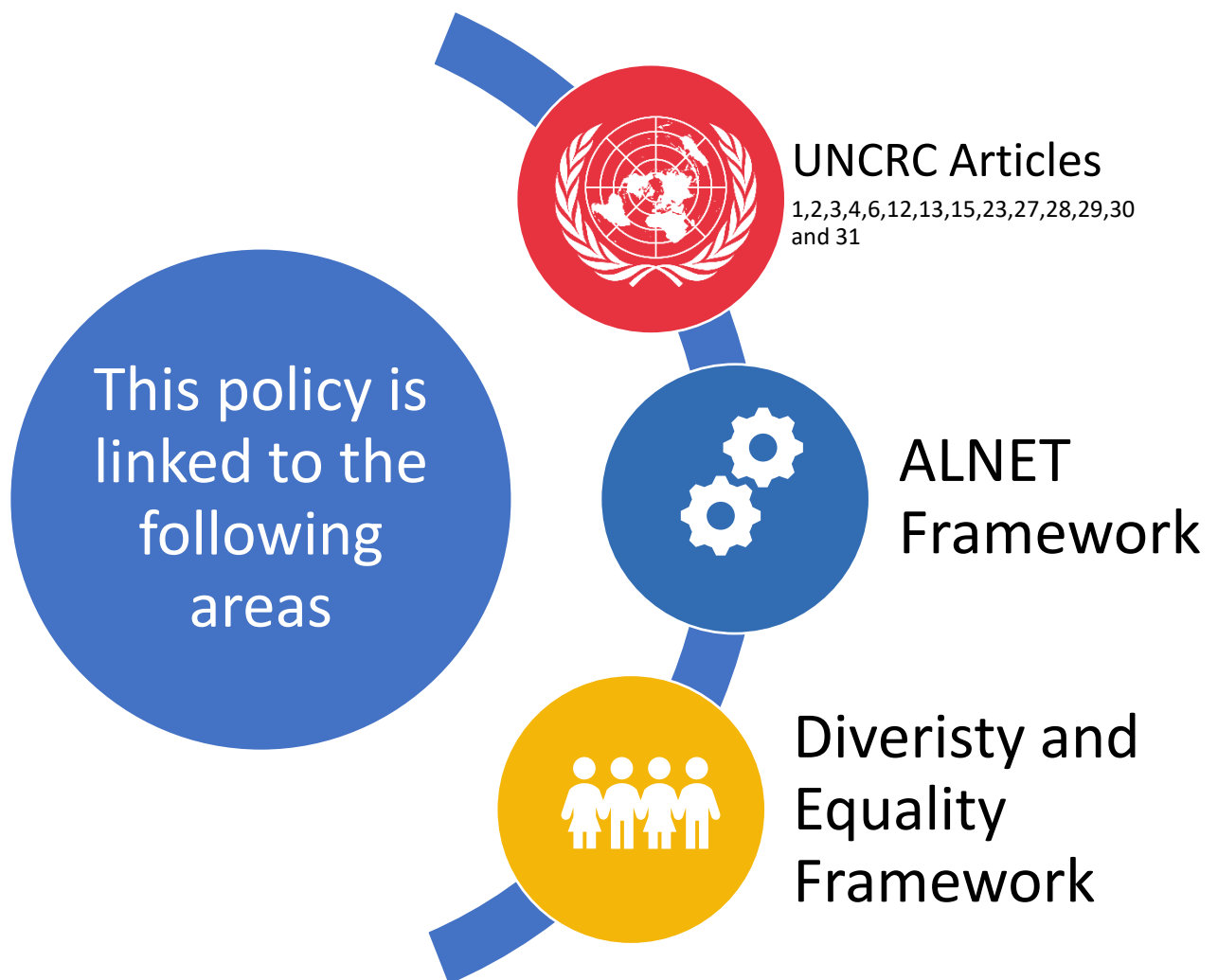
We will nurture a creative learning community at St Paul's Church in Wales Primary school that allows staff and children to reach and expand their potential.

How Will We Achieve This?

To achieve this all staff and governors will:

- Nurture respect and promote good behaviour for others;
- Involve the wide community in the learning environment; and
- Promote excellent communications and relationships between school and home.







St Paul's Church in Wales Primary School has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school. This plan identifies how the school meets the needs of disabled pupils in response to The Additional Learning Needs Code for Wales 2021. This will be reviewed every three years by the Governing Body.

Definitions of ALN

The ALN Code defines ALN:

“Additional learning needs” or “ALN” has the meaning given by section 2 of the ALN Act, namely:

(1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

(2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

(4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

Children and young people with ALN need extra support to learn. This would be because they:
find it harder to learn than other children of the same age

have a disability that means they cannot use, or find it difficult to use, facilities for learning in the local nursery, school, PRU or college

Some children and young people who need extra help in nursery, school, pupil referral unit (PRU) or college do not have an ALN. This may be children or young people who just need some help catching up.

The extra support given to children with ALN to help them learn is called ALP. This must be written into a support plan called an IDP.

Additional learning provision for a child aged under 3 means educational provision of any kind.

The Equality Act 2010



'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measureable.'

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions.

The Accessibility Plan should be read in conjunction with-

1. The LA admissions policy.
2. The School Prospectus.
3. The Equality Action plan.
4. The Behaviour Policy.
5. The Special Educational Needs policy.
6. The School Offer.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The Accessibility Plan



All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.'

' Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of ALN planning and review.'

The full range of needs and required support for all pupils identified as ALN Support or with an Individual Development Plan for example will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Current position

Curriculum:

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) ALN team.
- Liaising with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Using specialist teachers to support learning and to give pastoral and inclusion support.
- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.
- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of disability specific, specialist resources, available to support individual pupil needs.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Ensuring that parents/pupils are included in the target setting process.
- Using 'P' scales where appropriate to measure progress and achievement of individual pupils, and to facilitate the setting of individualised targets with an element of challenge.
- Encouraging the use of clear, well-presented visual aids to the support learning of all pupils.



- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Developing Forest schools ethos with members of staff trained as forest school practitioners.
- Developing areas around school to further enhance and develop learning, forest school and gardens etc.
- Using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work, 'mind-friendly' learning strategies (visual/auditory/kinaesthetic).
- Using ability groups to target additional needs, with skilled TAs to support learning.
- Buddy schemes to support vulnerable pupils.
- Making every effort to enhance inclusion at all times.
- Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities
- Targeted interventions to support emotional well-being – Thrive and Elsa
- The use of Makaton signing to support learning, when necessary.

Physical Access:

- The school building is fully accessible for pupils with physical difficulties.
- The outside play areas are flat and almost completely accessible to wheelchair users
- Nursery building opened September 2020 and was built to be fully Disability Discrimination Act (DDA) compliant
- Wheelchair access to all buildings that are used day-to-day.
- 1 disabled car park spaces by the ramped entrance to the side door of the School.
- Disabled toilet facilities available in the main school and nursery buildings, with wheelchair access.
- Adapted/specialised furniture provided to meet individual needs.



- Space for small group work and individualised work for targeted learners.
- Children's work is shown to be valued by use in displays around the school.
- The outdoor learning environment is being developed to enhance pupil's health and well-being.
- Access issues take priority in adaptations and improvements of the learning environment.
- Some communal spaces are 'clutter-free' to facilitate easy movement around the buildings.

Information Access:

- Visual timetables and information supported by signs/symbols for targeted pupils.
- Home-school books for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils.
- Messaging to parents using Schoop, Seesaw and email.

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the schools SLT. The performance of groups, including those with ALN and/or a disability, takes place on an annual basis with each class teacher.

The Head teacher maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported to the LA and will be included in the termly report to governors. The SEN Governor also checks this document annually.