



POLISI HYGRYCHEDD AC ANABLEDD

ACCESSIBILITY AND DISABILITY POLICY

PARATOWYD PREPARED	Medi 2015 / <i>September 2015</i>
CADARNHAWYD RATIFIED	Medi 2015 / <i>September 2015</i>
ADOLYGWYD REVIEWED	Mawrth 2022 / <i>March 2022</i>
CYLCH ADOLYGU REVIEW CYCLE	3 blynedd / <i>3 years</i>

Ysgol Gymraeg Llundain London Welsh School

Accessibility and Disability Policy

Disability Equality Scheme

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Principles and Aims

We welcome our duty under the Education and Inspections Act 2006 to promote opportunity between disabled people and others and our general duty under Disability Discrimination Act 2005. We recognise that these duties are essential for achieving the outcomes of 'Rights to Action' (Wales), 'Every Child Matters' (England), and that they reflect international human right standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998

The **school** takes into account access needs for all adults and pupils in the school. When carrying out its function, will have due regard to:

- Eliminate unlawful discrimination and disability related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation

The **governing body**, in planning to increase access to education for disabled pupils will:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Working in partnership with HCC (Ealing Authority) develop the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Roles and Responsibilities

The **governing body** will ensure that the school complies with legislation, and that this policy and its related procedures and strategies are implemented. It will:

- Operate safer recruitment
- Encourage appointees to indicate at Induction as to whether they consider themselves disabled
- Make every effort when employees become disabled to ensure they stay in employment
- Ensure the needs of disabled governors are met, and that disabled people are encouraged to participate on the school board
- Report on the disability scheme annually
- Review and revise the scheme every three years

The **LT** will:

- Involve disabled pupils, staff and parents in developing provision for those with disabilities
- Provide guidelines and training for staff on good practice when working with children with disabilities, seeking advice from other professionals if necessary
- Monitor pupil achievement by disability
- Collect information on disability with regards to pupils and staff and use to improve provision
- Give disabled pupils access to opportunities to participate in a range of activities, both in and outside of school hours
- Monitor bullying and harassment of disabled pupils and feed back information to staff so it can be addressed with classes through circle time and in assemblies
- Strive to make the school environment as accessible and welcoming as possible for children with SEND, EAL or medical needs .

- Encourage disabled parents/carers to participate in their child's education
- Take appropriate steps to meet disabled people's needs even if this requires more favourable treatment
- Interview all applicants with a disability who meet the minimum requirements for a job vacancy and consider them on their ability
- Encourage appointees to indicate at Induction as to whether they consider themselves disabled.

All **staff** will:

- Encourage disabled pupils to participate in school life,
- Actively challenge stereotypes in terms of disability in the classroom and the playground
- Ensure disabled pupils' voices are heard
- Ensure that positive attitudes to disabled pupils are promoted.

All **pupils** will:

- Respect all children and adults irrespective of, SEND or medical needs.

All **parents and carers** will:

- Inform the school of their child's needs and adjustments that may be needed
- Inform the school if they themselves have a disability and what adjustments can be made for them
- Foster positive attitudes to those with disabilities

Training

All staff and governors will receive training on the disability and equality scheme and their responsibilities under it. Pupils will be given an overview as appropriate. For children with SEND or medical needs further preparation is provided at an individual level.

Breach of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

The school will use feedback from staff, pupils and parents for assessing the impact of the current scheme. This scheme is linked with the Accessibility Plan which provides short, medium and long term targets to support current and future pupils with physical and sensory disabilities. The Governing Body will review the policy annually and evaluate and amend the scheme as needed every three years.

**Three Year Accessibility Plan
March 2022-March 2025
(includes Access Plan requirements)**

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

Definition of disability: It is defined by the Equality Act 2010 as a person who has a physical or mental impairment where the impairment has a substantial and long-term adverse effect on their ability to perform normal day to day activities.

Key Objectives and purpose of the plan

Increasing the extent to which children with SEND, EAL or medical needs pupils can participate in the curriculum.

- **Working in partnership HCC, improve and maintain access to the physical environment** by enabling disabled pupils and visitors to take better advantage of education, benefits, facilities and services provided
- **Improve the delivery of written information to pupils.**

The Accessibility Plan operates alongside all statutory guidance by the DfE and legal duties such as the Children and Families Act 2014, Safeguarding Keeping Children Safe in Education 2018, Equality Act 2010 and the SEND Code of Practice 2014. In addition, it works alongside the School's Development Plan, SEND Policy, Safeguarding & CP Policy, Medical Needs Policy, Equality Policy and Health and Safety Policy.

Principles

1. Not to discriminate against a person in the arrangements it makes for deciding who is offered admission, or the terms on which it offers admission or by not admitting someone with a disability
2. That the school has a duty to make reasonable adjustments which includes education and other services
 - a. Behaviour and discipline
 - b. Assemblies
 - c. School trips, school exchanges
 - d. Sport, music, drama
 - e. After-school clubs
 - f. Leisure activities
3. The School is responsible for publishing and reviewing the Accessibility Plan

Ysgol Gymraeg Llundain - Accessibility Plan 2022-2025

1	<u>Aim</u> Increase access to the curriculum for pupils with a disability	Strategy	Outcome	Responsibility	Time-frame	Achievement
a	Continue to offer training for teachers on differentiating within the curriculum, in line with Quality First Teaching (SEND policy)	Provide appropriate training when need arises Invite outside providers/experts to offer training	All teachers are able to more fully meet the curriculum requirements of disabled pupils' needs.	Inclusion Leader	Annual	Teachers and Support Staff are confident and enskilled to support children's needs.
b	Continue to review pupil and staff needs and offer training to meet those needs.	Review the specific needs for SEND, or medical needs pupils in terms of daily living skills, relationships and future aspirations. Ensure cross reference to Pupil Passports and reports to identify further training needs e.g. speech and language/ASD training.	Teachers are aware of the relevant issues equality of access to life- preparation through learning.	All staff/Inclusion Leader	Annual	Increase in access to all school activities for all disabled pupils
c	All out-of-school activities and trips are planned to ensure, where reasonable, the participation of all pupils	Conduct Risk Assessment for each trip/activity. Pupils with SEND/medical needs/disabilities are given additional assistance and support as required e.g. additional ratios.	All out-of-school activities will be conducted in an inclusive environment	Admin. Trip Leader	Per trip/activity	Increase in access to all school activities for all disabled pupils
d	Classrooms are organised to promote the participation and independence of all pupils.	Continue to periodically conduct environment learning walks with staff Continue to develop the use of recommended strategies	Lessons start on time without the need to make adjustments to accommodate the	Teaching Staff and Inclusion Leader	Start of school year and learning	Increase in access to the National Curriculum

		and resources for specific needs such as visual timetables, timers, displays, topic related vocabulary for pupils with ASD	needs of individual pupils		walks as needed.	
e	Ensure current practice is in line with Admissions Policy and ensure procedures in place for new pupils and those transitioning. Admission procedures clearly presented on line.	Admissions Policy reviewed annually (Summer term). All Staff made aware of any adjustments.	All pupils are prepared for entry. For pupils with SEND or medical needs further preparation and meetings needed at an individual level.	Inclusion Leader	Annually	All pupils will be prepared for entry.
f	Extended school provision will continue to ensure all pupils are involved.	Staff will ensure each club and Wrap Around Care sessions offers access to all pupils e.g. taking into consideration any allergies or disability barriers. A register of attendance will be maintained and record of any concerns which may arise.	Access to after-school clubs and WAC. All staff will be informed of individual needs of pupils.	Club Leader	Half termly	All pupils will be able to access extra-curricular activities.
g	Homework will continue to be differentiated according to need. Access to distance learning when self isolating (eg during pandemic)	Ensure staff are aware of pupil needs within their classroom and modify their homework accordingly.	Pupils with SEND/ Disabilities will receive modified materials at the same time as their peers, as needed.	Class teacher	Weekly	All pupils will have access to homework support at their level.
h	Termly data analysis to ensure vulnerable groups are tracked closely.	Analyse data termly, identify opportunities to support all pupil achievement regardless of needs. Barriers to learning to be identified and gaps in pupil learning closely tracked.	Pupil progression will be closely monitored and interventions/ support in place to support.	Teaching staff and Academic Board.	Ongoing tracking and Termly analysis.	Increase in awareness of pupil progression and support quickly identified.

		Put arrangements in place for modified materials in standardised tests for any pupils eg enlarged texts.				
i	All Staff to take responsibility in ensure pupils' welfare and safety eg Reducing the risk of peer on peer abuse, Awareness that SEND pupils 3 times more likely to be victims of abuse	Zero tolerance approach. Follow the School's Safeguarding and CP Policy procedures when investigating disclosures . Ensure reporting systems are well promoted. Knowledge of LSP multi-agency arrangements .	Pupils are safe, Risk of abuse is minimised Pupils are confident to report and equipped with the vocabulary to express their concerns	Inclusion Leader	Ongoing	Welfare of all pupils is secure
2	Aim Improve and maintain access to the physical environment	Strategy	Outcome	Responsibility	Time-frame	Achievement
a	To further enhance and equip the outdoor learning for all pupils, with particular focus on pupils within the EYFS.	Ensure plans are in place for all SEND and medical need pupils can access school equipment safely. Regularly assess the safety of equipment- replace as need arises	Further opportunities for outdoor learning will be provided with access to all, evident in lesson planning.	EYFS Team	To be completed by Summer 2019	A safe environment, accessible to all to play and explore.
b	To ensure access to all pupils.	Ealing HCC development-lift planned. (Dependent on external funding.	Access for all will be ensured regardless of physical restraints.	Ealing Authority/HCC	At a future date	Improved access.

d	Maintain current practice in regards to daily risk assessments.	Ensure risk assessments are carried out daily and any concerns raised and resolved e.g. grounds are checked daily and fire route clear of any obstacles.	Reduce risk of harm for all pupils and safe access for all pupils with additional needs. Extra assistance provided during evacuations as needed.	Health and Safety team	Ongoing	All pupils and staff are kept safe from harm.
e	Ensure all signage is clear with use of appropriate letter size, colour and font.	Review display signs around the school and at entrance which inform staff, pupils and visitors of key information such as procedures for fire evacuation, Designated Safeguarding Leads, Health and safety compliance and how to get around the school safely.	Each area will be well signposted and cater for all needs e.g. large print.	Staff	Termly	Well informed staff, pupils and visitors.
3	<u>Aim</u> Improve the delivery of written information to pupils/staff	Strategy	Outcome	Responsibility	Time-frame	Achievement
a	Availability of written material in alternative formats such as audio visual when specifically requested.	Liaise with LEA re-services available for converting written information into alternative formats.	The school will be able to provide written information in different formats and where feasible, languages when requested for individual purposes	Admin / Inclusion Leader	Ongoing	Delivery of information to disabled pupils improved
b	Curriculum is accessible to all pupils	Curriculum Maps and plans include differentiation for SEND. High expectations from all,	Send pupils progress well and are included in all activities.	Inclusion Leader + CT	Ongoing	Achievement gap is narrowed and SEND pupils achieve well.

		<p>Set ambitious but realistic Pupil Passport targets. Key workers to feed into review meetings.</p> <p>Share curriculum information with parents</p>				
c	<p>Review documentation and IT hardware with a view of ensuring accessibility for pupils with visual impairment and hearing impairment.</p>	<p>Seek advice on alternative formats and use of IT software to produce customized materials</p> <p>Prepare Braille signage (if required)</p> <p>Ensure appropriate IT equipment and resources are provided where it is deemed a reasonable adjustment to enable access to curriculum.</p> <p>Purchase large print books to enable better visual access.</p> <p>Concrete resources are provided where pupils benefit from more tactile opportunities.</p> <p>Sensory objects used to enhance access for children with sensory seeking difficulties eg Stress balls, timers, Wobble cushion</p> <p>Adjust resources to support Dyslexic pupils eg Coloured</p>	<p>All school information adapted to meet needs.</p>	<p>Admin /Inclusion Leader</p>	<p>Ongoing</p>	<p>Delivery of school information to pupils & parents with visual difficulties improved.</p>

		acetates, specially prepared IT packages and netbooks. Quiet corner within classroom for pupils to emotionally regulate either during lessons and breaktimes (ASD) Radio aid for Hearing Impaired pupils (Support of Teacher for the Deaf)		Liaise with specialist support team at Ealing if required.		
d	Brochures, , school newsletters and other information for parents in alternative formats and languages when specifically requested, if human resources allow.	Review all current school publications and promote the availability in different formats and languages when specifically requested. Access to digital translation	All school related information is available online. Hard copies for all who request it.	Admin/ Inclusion Leader	Ongoing	Delivery of school information to parents and the local community improved
e	Continue to ensure pupil information and records are kept securely.	Pupil records kept to inform stakeholders on a needs to know basis e.g. CP, SEND records, progression data.	Information will be securely stored with access only to appropriate people and authorities.			Data is kept safe and secure with access as appropriate.
f	Parental access to information as appropriate.	Parents can discuss information with teaching staff at termly parents' meetings . Termly reviews of Pupil Passports (SEND) We operate with a open door policy for communication. In addition, parental involvement in EYFS profiles, termly curriculum overviews,	Parents will have access to pupil information and whole school events.	Admin/ Teaching staff	Ongoing	An open and collaborative working relationship with parents.

		PTFA meetings, weekly newsletters, website shared information, class assemblies, whole school assemblies, emails and parent workshops.				
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ARWYDDWYD GAN: SIGNED BY:		
G Roberts	Cadeirydd Bwrdd y Cyfarwyddwyr <i>Chair of the Board of Directors</i>	Mawrth 2022 <i>March 2022</i>
T Sugg	Athro Arweiniol <i>Lead Teacher</i>	Mawrth 2022 <i>March 2022</i>
L Medi	SENDco	Mawrth 2022 <i>March 2022</i>