

YGG Bryniago ACCESSIBILITY PLAN

**3 YEAR PERIOD COVERED BY THE PLAN:
2024 – 2027**

Date of approval by the governing body: **INSERT** Date of annual review: **INSERT**
Date of full review: **INSERT**



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Foreword

At YGG Bryniago we fully acknowledge and uphold our duties under the Equality Act 2010 to eliminate discrimination, harassment and victimisation and to promote equality of opportunity for all learners, employees, and members of our school community.

We acknowledge the social model of disability that recognises that individuals are disabled by barriers in society, not by their impairment or difference. We strive to identify and eliminate such barriers to ensure full participation in the day-to-day life of our school.

Our Accessibility Plan has been informed by the views of our disabled and non-disabled learners, parents/carers, staff, governors and wider community ensuring that it robustly addresses priorities for improvement and complements and supports the Equality Objectives set out in our school's Strategic Equality Plan.

The Accessibility Plan demonstrates how access is to be improved for current disabled learners and anticipates future need to make reasonable adjustments to reduce and eliminate identified barriers.

The school and governing body, will collect, analyse and publish information about our progress in achieving our improvement priorities as outlined in the Plan. This will be shared and published so that there is transparency and accountability. We will also engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals with disabilities in our school and to members of our school community.

The strategic lead for our Accessibility Plan is: [Click or tap here to enter text.](#)

Name **Nia Jones**
HEADTEACHER

Name **Karen Thomas**
CHAIR OF GOVERNORS

Section 1: Introduction

Our school vision is aligned with the principles of the Equality Act (2010) and ensures that diversity and difference is truly valued and celebrated within our school.

Our School Vision

Our aim at Ysgol Gymraeg Bryniago is to offer a dynamic, relevant, purposeful and motivating curriculum that ignites the passion for learning in our learners. Our curriculum will offer our learners broad, valuable and memorable experiences. It will empower them to build on their previous skills and knowledge. They will be challenged to prove success. All children will have full access to the experiences, knowledge and skills they need in the world of work, for lifelong learning and to be active citizens. Central to our inclusive curriculum is our commitment to developing positive mindsets and relationships so that our learners thrive. Under our care and guidance our curriculum will develop our learners to be independent and co-operative citizens who will be ready to walk forward confidently in their local community, Wales and the wider world. We encourage our children to feel proud of their country and their language and to treasure their heritage and culture.

"Language is the key to culture".

We shall open the door to the future for the children of Ysgol Bryniago.

Our school treats learners and the whole school community fairly and with respect. This involves providing access and opportunities to every learner without discrimination of any kind.

The purpose of our Accessibility Plan is to reduce and eliminate barriers to accessing school life and to ensure full participation in the school community for disabled learners and prospective disabled learners, as well as staff, volunteers and visitors with a disability.

Our Accessibility Plan is available on the school website, and paper copies are available upon request. The school supports any available partnerships to develop and implement the Plan. The Plan is subject to rigorous monitoring and an evaluation.

Section 2: Legislation

Our Accessibility Plan meets the requirements of Schedule 10 of the Equality Act (2010) which places a statutory duty upon schools to prepare a Plan every three years to progressively improve access for disabled learners.

The Act defines an individual as disabled if they have:

- a) a **physical or mental** impairment, and
- b) the impairment has a **substantial and long-term** adverse effect on their ability to carry out normal day-to-day activities.

Under the Act, 'substantial' is defined as an adverse effect that is greater than having a minor impact and 'long-term' is defined as 12 months or more.

Schools have a duty to provide reasonable adjustments which will enable disabled learners to participate fully in their education at school and enjoy the other benefits, facilities and services/activities that school provides alongside their peers.

Our Accessibility Plan has been developed based on the three statutory planning duties and therefore identifies improvement priorities relating to how our school will:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve communication with disabled pupils

Section 3: Children's Rights

We put children's rights at the heart of everything we do as a school. Both the **UNCRC (United Nations Convention on the Rights of the Child)** and the **UNCRPD (United Nations Convention on the Rights of Persons with Disabilities)** explicitly address the need to protect the rights of children with disabilities.

The **UNCRC**, in **Article 23** states that children with a disability have the right to enjoy a 'full and decent life'. In addition, the UNCRC states that every child has a right to information, (**Article 13**), an education (**Articles 28 and 29**) and to express their views (**Article 12**).

The **UNCRPD** is the international human rights treaty which sets out the human rights of disabled people. The UNCRPD includes specific considerations relating to children. **Article 7** sets out that disabled children have the same rights as all other children. **Article 23** provides disabled children and their families with the right to information and support and

Article 24 sets out that disabled children have the right to inclusive education with support to develop their skills and talents to the full.

Section 4: Links with other Policies/Plans

The Accessibility plan is linked to the following documents and policies:

- *Strategic Equality Plan*
- *Curriculum Policy*
- *Health and Safety Policy*
- *Behavior/Anti-Bullying Policy.*

Section 5: Roles and Responsibilities

Governors:

To ensure compliance with the Equality Act (2010), the governing body will:

- ensure they are familiar with and execute their duties in accordance with the Act;
- work in partnership with school leaders and key stakeholders to audit accessibility of the school to inform the Accessibility Plan;
- ensure that the school publishes its three-year Accessibility Plan;
- make appropriate arrangements to monitor the Plan's progress and effectiveness on an annual basis and issue a new plan on a rolling three-year basis;
- publish information about the Plan in the governors' annual report to parents;
- undertake training in disability equality issues and inclusion;
- submit accessibility plans to the local authority on request.

Senior Leadership Team

Senior Leaders in our school promote accessibility and eliminate discrimination by undertaking a cycle of development, implementation and review of the Accessibility Plan through:

- establishing processes for identifying all disabled learners to ensure their barriers to full participation are identified and considered as part of accessibility planning;

- ensuring the Accessibility Plan considers the wide scope that the definition of disability covers and recognises the distinction from ALN;
- auditing/reviewing the outcomes of previous plans and completing/updating an Accessibility Audit to identify barriers to accessibility;
- ensuring the views of disabled learners and their parent/carers are central to reviewing and developing the Accessibility Plan;
- consulting with a range of stakeholders;
- identifying improvement priorities for each of the three planning duties;
- ensuring that the plan clearly stipulates the school's short, medium and long-term objectives with specific and measurable targets/goals and clear timescales;
- implementing the Accessibility Plan;
- ensuring that a review and evaluation process is in place;
- including the Accessibility Plan on the school website and making it available in hard copy;
- providing an annual evaluation report to the governing body detailing progress against priorities in the Accessibility Plan.

Section 6: Information and Engagement

To inform the preparation of our Accessibility Plan, we have undertaken a review of the progress made in relation to the improvement priorities and actions identified in our previous Accessibility Plan. In addition, we have audited accessibility and sought feedback from our disabled learners and their parent/carers as well as external agencies that we work closely with (i.e hospitals, specialist teachers etc) to identify remaining barriers to accessibility and to inform actions that we can take to address them. The school's self-evaluation and school improvement planning processes have also informed the Plan.

Our key findings are:

Planning Duty 1: Increase the extent to which disabled learners can participate in the school curriculum.

Disabled learners need to have the same experiences as their peers when at school and while they are out on visits. The school needs to work closely with special agencies in order to plan and adapt activities for the disabled learners. Often, the disabled learners do not want to be treated differently from their peers and therefore, the school needs to ensure that the adjustments made are something that can be covered for the class/school as a whole in order to searches that the disabled learner does not feel he or she is different.

Planning Duty 2: Improve the physical environment of the school

The school environment needs to be accessible for learners and visitors to the school. The disability of visitors is not always known to the school staff and therefore by ensuring that

the environment is accessible it makes the experience of visiting the school more enjoyable for visitors. As for the disabled learners, they want to have the same experiences within the school environment as their peers

Planning Duty 3: Improve the accessibility of information for disabled learners

It is necessary to ensure that Welsh and English information is clear for parents and carers. It is necessary to ensure, if possible, that the information is sent out digitally so that it can be adapted to the disability needs of the parents/carers. It is necessary to ensure that the language is simple and that there is not too much information for parents/carers to read. It is necessary to ensure that key information is available on the school's website and that contacting the school is an easy process for everyone.

Section 7: Our Accessibility Plan

Our Plan has been developed from our findings above. Our improvement priorities are:

- Ensure that the staff are adequately trained to teach and support pupils with a variety of disabilities
- Providing opportunities for all pupils to achieve i.e. they differentiate and include work by individuals, pairs, small groups and the whole class as needed
- Staff recognize and plan for the extra time and effort required by some disabled pupils and pupils with learning difficulties
- Make reasonable adjustments/arrangements in allowing access to assessment for disabled candidates and candidates with learning difficulties.
- Ensure that staff are fully aware of the need to ensure that educational trips are available to all pupils regardless of their physical ability or special needs.
- All pupils are encouraged to take part in music, drama and physical activities.
- The school's buildings and environment to comply with the current Health and Safety and DDA legislation.
- Carry out a survey when a pupil with a specific disability comes in
- Fire emergency procedures
- Easy access for pupils who are partially blind
- Technology and practices in order to assist pupils, parents and carers with disabilities e.g. how to talk to a learner who has a hearing impairment
- Ensure that information is presented in a way that is easy to use in lessons and parent meetings e.g. by reading out loud, using projectors/PowerPoint presentations etc.
- Ensure that parents, governors and members of the public have full access to information presented at meetings, parents' evenings and events.

Full details can be found in our Plan in Appendix 1.

Section 8: Publishing and Monitoring Outcomes

The Accessibility Plan is available on our school website. Monitoring will take place on an annual basis. The school will provide a report detailing progress against the Accessibility Plan to the governing body on an annual basis. Information will then be detailed in **the Governors' Annual Report to Parents/Carers**.

DRAFT

Appendix 1

Ysgol Gynradd Gymraeg Bryniago ACCESSIBILITY PLAN FOR 20 24 to 20 28

PLANNING DUTY 1: Increase the extent to which disabled pupils can participate in the curriculum								
RATIONALE: <i>What did your audit/engagement tell you?</i> Disabled learners need to have the same experiences as their peers when at school and while they are out on visits. The school needs to work closely with special agencies in order to plan and adapt activities for the disabled learners. Often, the disabled learners do not want to be treated differently from their peers and therefore, the school needs to ensure that the adjustments made are something that can be covered for the class/school as a whole in order to searches that the disabled learner does not feel he or she is different.								
Priority	Short Medium Long Term	Intended Impact/Success Criteria	Key Actions	Lead Person	Time- line	Costing/ Resources	Monitoring/Self Evaluation Activities (evidencing impact/ success)	Review/Evaluation
Ensure that the staff are adequately trained to teach and support pupils with a variety of disabilities	Long	Staff understand the needs of disabled pupils.	Conduct manual handling training for 3 members of the school's staff. Train Canolfan Iago staff within specific aspects: e.g.	S.Evans		Supply costs for TA's	Manual handling assessments Staff questionnaires Parent questionnaires	
Providing opportunities for all pupils to achieve i.e.	Long	Pupils can access the Curriculum.	Contact specialist agencies where further guidance is	S.Evans		Specialist equipment	Book scrutiny Lesson observations Questionnaires	

they differentiate and include work by individuals, pairs, small groups and the whole class as needed			required e.g. physical disability					
Staff recognize and plan for the extra time and effort required by some disabled pupils and pupils with learning difficulties	Long	Staff get information about individual pupils and the learners feel that they are succeeding.	Share any relevant information about disability and the learners who need more time to complete tasks to the relevant staff	S.Evans			Book scrutiny Lesson observations Questionnaires	
Make reasonable adjustments/arrangements	Long	Applicants have full access to assessment and their needs are	Share any relevant information about disability and the learners who need	S.Evans			Personalised assessment analysis	

in allowing access to assessment for disabled candidates and candidates with learning difficulties.		managed effectively	more time to complete tasks to the relevant staff Install any modifications on the system for the personal assessments etc.	L.Singleton				
Ensure that staff are fully aware of the need to ensure that educational trips are available to all pupils regardless of their physical ability or special needs.	Long	All pupils are allowed to go on trips	Contact bus companies in advance to ensure access to a wheelchair accessible bus	Rh.Geary			Questionnaires	
All pupils are encouraged to take part in	Long	All pupils to take part in lessons and be able to	Contact external agencies for advice in advance	N.Jones			Annual reviews	

music, drama and physical activities.		attend extracurricular clubs/competitions	e.g. swimming lessons, adapting the school's sports competitions etc.					
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PLANNING DUTY 2: Improve the physical environment of schools

RATIONALE:

What did your audit/engagement tell you?

The school environment needs to be accessible for learners and visitors to the school. The disability of visitors is not always known to the school staff and therefore by ensuring that the environment is accessible it makes the experience of visiting the school more enjoyable for visitors. As for the disabled learners, they want to have the same experiences within the school environment as their peers

Priority	Short Medium Long Term	Intended Impact/Success Criteria	Key Actions	Lead Person	Time- line	Costing/ Resources	Monitoring/Self Evaluation Activities (evidencing impact/ success)	Review/Evaluation
The school's buildings and environment to comply with the current Health and Safety and DDA legislation.	Short	Ensure that all buildings are fully in accordance with existing relevant documents.	Contact the LEA to see if any modifications need to be made to the Bryniago Mawr site	N.Jones	Nov 24- Aug 25			

Carry out a survey when a pupil with a specific disability starts school	Long	A pupil can gain access to the School	Contact the LEA to see if any adjustments need to be made to meet the needs	N.JONES				
Fire emergency procedures	Long	Pupils can leave safely in an emergency.	Collaborate with the ALNCo to ensure that the PEEP's meet the needs of the disabled pupils	N.Jones				
Easy access for pupils who are partially sighted	Long	Better awareness of curbs etc by partially sighted pupils/ visitors	Ensure that the caretaker follows an annual calendar for painting white lines around the school	S.Davies				

PLANNING DUTY 3: Improve the delivery to disabled pupils of written information.

RATIONALE:

What did your audit/engagement tell you?

It is necessary to ensure that Welsh and English information is clear for parents and carers. It is necessary to ensure, if possible, that the information is sent out digitally so that it can be adapted to the disability needs of the parents/carers. It is necessary to ensure that the language is simple and that there is not too much information for parents/carers to read. It is necessary to ensure that key information is available on the school's website and that contacting the school is an easy process for everyone.

Priority	Short Medium Long Term	Intended Impact/Success Criteria	Key Actions	Lead Person	Time- line	Costing/ Resources	Monitoring/Self Evaluation Activities (evidencing impact/ success)	Review/Evaluation
Technoleg ac arferion er mwyn cynorthwyo disgyblion, rhieni a gofalwyr ag anableddau e.e. sut i siarad â dysgwyr sydd â nam ar y clyw	Long	Staff aware of pupils disabilities	Contact external agencies for further support and advice	S.Evans				
Ensuring that information is presented in a way that is	Long	Information is presented in a clear and concise way.	Ensure all classes have whiteboards and interactive whiteboards.					

<p>easy to use in lessons and parent meetings e.g. by reading out loud, using projectors/PowerPoint presentations etc.</p>			<p>Ensure training for all staff.</p>					
<p>Ensure that parents, governors and members of the public have full access to information presented at meetings, parents' evenings and events</p>	<p>Long</p>	<p>Information is presented in a clear and concise way</p>	<p>Information is presented to parents through the Prospectus, the Governors' Annual Report to Parents. Parents are asked to contact the school if they require any special facilities when coming to meetings at the school in order to meet any specific needs of their disability (e.g. BSL British sign</p>					

			language) and/or linguistic or cultural needs (e.g. Interpreter)					
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