

Accessibility Plan



King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: September 2023

Approved by Governors: June 2026

Next Review Due: June 2029

1. The Legislative Background and Requirements

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services
3. Improving the delivery to pupils with disabilities of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed, and revised as necessary. This plan will be reviewed every three years.

2. Improving Access: The Curriculum

The school will:

- Promote an inclusive ethos throughout the school, using principles and practice advocated within the School Equality, Diversity, and Inclusion Policy
- Seek professional advice and provide appropriate professional learning opportunities for staff and governors in relation to the delivery of an accessible curriculum
- Include details of how access to the curriculum can be best achieved for pupils with additional needs within the School ALN Policy
- Provide clear information upon individual pupil needs where the need for additional support and reasonable adjustments have been identified
- Include curriculum planning and accessibility within the School Development Plan (SDP) when required
- Link with specialist advisory services that can offer advice and support to the school and to groups and individual pupils
- Take account of decisions made by Tribunal on issues of access to the curriculum and discrimination
- Ensure that school policies/procedures relating to enrichment and extra-curricular activities, trips and visits ensure equality of opportunity for all pupils
- Regularly monitor and review provision and additional support provided for pupils
- Work closely with the LA on admissions and exclusions
- Collaborate with cluster schools and other educational settings to develop and share good practice

3. Improving Access: The Environment

The school will:

- Ensure that any planned building work takes account of the needs of children, young people, staff, and other site users with disabilities
- Continually seek to improve the physical environment of the school to increase equal access of school facilities to all users
- Ensure an access audit has been completed, acting upon advice once it has been received
- Incorporate smaller scale building works / improvements/ refurbishments in the School Development Plan and budget accordingly, ensuring that any work is DDA compliant
- Wherever possible secure specialist aids/equipment to meet the individual needs of pupils, raising awareness amongst staff of how they will be used
- Maintain up-to-date records of children and young people with disabilities in the school and their requirements, using this to plan for future physical adjustments to the environment that may be required
- Work collaboratively with outside agencies, such as Occupational Health, to support and promote access and inclusion and to secure specialist equipment and aids

2. Improving Access: Information

Pupils

The school will:

- Ensure that staff are aware of individual pupil needs and the level of support is required to enable them to access information effectively
- Promote best practice in relation to the effective delivery of information to pupils with a disability, or who have specific needs related to communication
- Liaise closely with outside agencies that who can assist the development of professional practice when
 - communicating with children and young people
 - helping children and young people to communicate

Parents/Carers

The school will:

- Ensure all relevant guidance relating to ALNET and the ALN Code is signposted to parents/carers, following Welsh Government and Local Authority guidelines
- Ensure that parents/carers of children and young people receive an IDP or No IDP notice following a graduated response to meeting pupil needs where a *Duty to Decide* decision is required
- Provide opportunities to meet with parents/carers and support groups who can advise upon how best to communicate with children and young people with particular needs
- Review all reports and information sent to parents/carers to ensure that it is as accessible as it can be

3. The Access Audit and Accessibility Planning

An Access Audit of the school is undertaken regularly by the Local Authority and relates to physical accessibility across the school site. It is usually not feasible to undertake all the works suggested by the audit within the time span of the Accessibility Action Plan and it is therefore likely that actions from the

audit will roll forward into subsequent plans. The audit is reviewed at the end of the three-year period that the plan covers. This informs the development of a new plan.

King Henry VIII 3-19 School will work in partnership with the Local Authority to develop and implement an Accessibility Plan, the impact of which will be monitored by Governors who sit on the School Resources Committee. The plan will also be monitored by Estyn as part of their inspection cycle.

4. The Accessibility Action Plan

We take advice on support needed for pupils with disabilities and work with extended services to ensure they have the support necessary to fully include them in the life of the school.

The Action Plan Aims

- Improve the physical environment of the school, adding specialist facilities as necessary (this includes physical access and physical aids to access learning)
- Increase access to the curriculum for pupils with additional needs, expanding the curriculum as necessary to ensure they are prepared for life beyond school
- Improve the delivery of written information to pupils, staff, parents, and visitors with disabilities (examples may include hand-outs, timetables, textbooks and information about the school and school events)

The aims will be achieved by:

- Drawing on the expertise of external agencies to provide specialist advice and support
- The ALNCo having an overview of the needs of pupils with disabilities
- All staff having high expectations, believing in the limitless capacity for everyone to achieve great things
- The appropriate deployment and training of teaching assistants
- Successful practice being shared within the school and appropriate training opportunities being offered
- Working effectively with feeder primary schools to support transition
- Pupils with disabilities having access to enrichment and extra-curricular activities
- All areas of the school building being accessible to pupils and community members with disabilities
 - a lift in main buildings
 - emergency evacuation chairs on each staircase
 - accessible toilet facilities in each building
 - ramped access to school buildings
 - ramped access to the Fire Evacuation Zone
 - provision of an appropriate number of disabled parking bays
 - colour contrast edging on staircases, pillars, glass doors / windows and other potential environmental hazards, as an aid to pupils with visual impairments
 - accessible equipment in practical subject areas, e.g. the Science laboratory and within Technology
 - members of the ALN Team trained in Manual Handling and Team Teach
 - clear signage across the school site which directs visitors with physical impairments

We continually look to improve facilities for people with physical challenges, to provide improved access. This is regularly updated as part of our Accessibility Action Plan.