



# **POLISI HYGRYCHEDD AC ANABLEDD**

## **ACCESSIBILITY AND DISABILITY POLICY**

ADOLYGWYD <b>REVIEWED</b>	Ionawr / January 2025
CADARNHAWYD gan ByC <b>RATIFIED</b> by BoD	Mai / May 2025
ADOLYGIAD NESAF - <b>NEXT REVIEW</b>	Ionawr / January 2028
CYLCH ADOLYGU <b>REVIEW CYCLE</b>	3 mlynedd / years

**Ysgol Gymraeg Llundain  
London Welsh School**

**Disability Equality Scheme 2010-2011  
now replaced by  
Three year Accessibility Plan September 2016 -2019  
Superseded by the Three Year Accessibility Plan March 2019-2022**

**Disability Equality Scheme**

Principles and aims  
Roles and Responsibilities  
Training  
Breach of Policy  
Monitoring and evaluation

**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. However, because it is a listed building - makes it difficult to achieve more accessibility - no lift is planned.

- 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 feedback 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 EAL 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, EAL 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 2019-March 2022; 2022-25; 2025-28**

**(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 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 2019-2022; 2022-25; 2025-28.**

1	<b><u>Aim</u></b> Increase access to the curriculum for pupils with a disability	<b>Strategy</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Time-frame</b>	<b>Achievement</b>
a	Training for teachers on differentiating within the curriculum, in line with Quality First Teaching (SEND policy)	Undertake an audit of staff training requirements.	All teachers are able to more fully meet the curriculum requirements of disabled children's needs. Pupils will be grouped to ensure best possible access to the whole curriculum.	Inclusion Leader	Annual	Increase in access to the curriculum
b	Continue to review pupil and staff needs and offer training to meet those needs.	Review the specific needs for SEND, EAL or medical needs pupils in terms of daily living skills, relationships and future aspirations. Ensure cross reference to IEPs 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 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.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Teaching Staff and Inclusion Leader	Start of school year and termly learning walks as needed.	Increase in access to the National Curriculum

		Conduct termly environment learning walks with all staff for further improvement. Use recommended strategies and resources for specific needs such as visual timetables, timers, displays, topic related vocabulary for pupils with ASD				
e	Audit of procedures for preparation for entry into school and transitional periods.	Review current practice and ensure procedures in place for new pupils	All pupils are prepared for entry. For pupils with SEND, EAL or medical needs further preparation and meetings needed at an individual level.	Inclusion Leader	September 2019	All pupils will be prepared for entry.
f	Extended school provision will continue to ensure all pupils are involved.	Staff will ensure each club allows access to all pupils e.g. taking into consideration any allergies, disabilities and/or EAL barriers. A register of attendance will be maintained and record of any concerns which may arise.	Access to a wide choice of after-school clubs on a rotational basis. 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.	Ensure staff are aware of pupil needs within their classroom and modify their homework accordingly.	Pupils with SEND/ disabilities/EAL 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.	Data to be collected and analysed termly to identify opportunities to support pupil achievement regardless of needs. Barriers to learning to be identified and gaps in pupil learning closely tracked. Put arrangements in place for modified materials in	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.

		standardised tests for any pupils for example larger texts/translators for EAL pupils.				
<b>2</b>	<b><u>Aim</u> Improve and maintain access to the physical environment</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Time-frame</b>	<b>Achievement</b>
a	To further enhance and equip the outdoor learning for all pupils, with particular focus on pupils within the EYFS.	Purchase further equipment for developing pupil learning such as mud kitchens, tepee for role play, bench for outdoor work, resources for water and sand play. 2025 - Tiny Forests Project. Vegetable growing patch planned? Ensure plans are in place for all SEND/EAL and medical needs pupils can access school equipment safely.	Further opportunities for outdoor learning will be provided with access to all, evident in lesson planning.	EYFS Team		A safe environment, accessible to all to play and explore.
b	To ensure access to all pupils.	Ealing HCC development - No lift planned.	Access for all will be ensured regardless of physical restraints.	Ealing Authority/HCC	Within next 5yrs - Find out from HCC	Improved access.
c	Continue to liaise with HCC to meet regulations for refurbished toilets.	Obstacles and snagging jobs will be resolved with HCC communication and external agencies.	More efficient access to toileting facilities.	Ealing Authority/HCC		Improved access within school wing.
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	Improve school signage for clear information and awareness.	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	<b>Aim</b> Improve the delivery of written information to pupils/staff	<b>Strategy</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Time-frame</b>	<b>Achievement</b>
a	Availability of written material in alternative formats 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	Review documentation with a view of ensuring accessibility for pupils with <b>visual impairment</b> and <b>hearing impairment</b> .	Get advice on alternative formats and use of IT software to produce customized materials Prepare Braille signage (if required)  Ensure appropriate IT equipment and resources are provided where it is deemed a reasonable adjustment to enable access to curriculum.  Purchase large print books to enable better visual access.	All school information adapted to meet needs.	Admin /Inclusion Leader	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved.

		<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.</p> <p>Adjust resources to support Dyslexic pupils eg Coloured acetates, Cassettes and netbooks</p> <p>Purchase hearing loop (if required)</p>		Liaise with specialist support team at Ealing if required.		
c	Brochures, weekly communication, school newsletters and other information for parents in alternative formats and languages when specifically requested.	Review all current school publications and promote the availability in different formats and languages when specifically requested	All school information available for all who request it.	Admin/ Inclusion Leader	Ongoing	Delivery of school information to parents and the local community improved
d	Continue to ensure pupil information and records are kept securely.	Pupil records kept to inform stakeholders on a need-to-know basis e.g. SEND records, progression data.	Information will be securely kept with access only to appropriate people and authorities.			Data is kept safe and secure with access as appropriate.
e	Parental access to information as appropriate.	Parents can discuss information through teaching staff at termly parents' meetings with a continual open door policy for communication. In addition, parental involvement in EYFS profiles, given termly curriculum overviews, PTFA meetings, weekly newsletters, website information, 1:1 meetings as requested, class assemblies,	Parents will have access to pupil information and whole school events.	Admin/ Teaching staff	Ongoing	An open and collaborative working relationship with parents.

		whole school assemblies, emails and parent workshops.				
--	--	--	--	--	--	--

Checked and signed: *Ms Julie K. Watkins*, Pennaeth Strategaeth / Head of Strategy  
Date: 25/3/2025