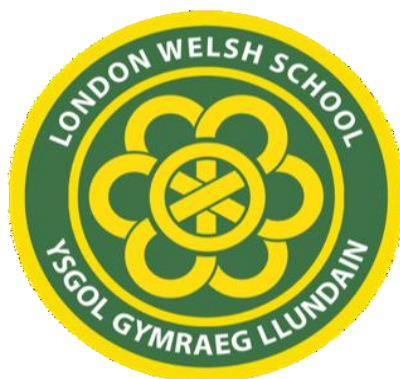




Ysgol Gymraeg

Llundain / London

Welsh School

Accessibility Plan

(Equality Act 2010, Schedule 10)

Date of approval	Board of Governors September 2026
Annual progress check	September 2027
Full review cycle every 3 years	Board of Governors September 2029
Approved by	Board of Governors
Designated Lead	Chair of Governors and Headteacher

1. Introduction and legal context

Ysgol Gymraeg Llundain / London Welsh School is committed to ensuring that pupils, staff, parents/carers and visitors with disabilities are treated fairly and are not placed at a substantial disadvantage compared with people who are not disabled. This plan sets out how the school will, over time, increase access for disabled pupils to all aspects of school life.

Under the Equality Act 2010 (Schedule 10) and the Equality Act 2010 (Disability) Regulations 2010, we must have an Accessibility Plan which is reviewed and revised as necessary and implemented. The Act defines a person as disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Our plan addresses three strands, of planning duty:

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated benefits, facilities or services provided, where reasonably practicable.
3. Improving the availability of accessible information to disabled pupils, staff, parents and visitors.

This plan should be read alongside the school's SEND Policy, Equality Policy, Medical Conditions Policy, Health and Safety Policy and Behaviour Policy. It complements, rather than duplicates, the individual arrangements made for pupils under Education, Health and Care (EHC) Plans and Individual Healthcare Plans.

2. Context of the school

Ysgol Gymraeg Llundain / London Welsh School is a small, Welsh-medium primary school operating from premises occupying the first floor of a Grade II listed building. This context has a direct bearing on what is 'reasonably practicable' under Strand 2 of this plan, and the school has approached its planning accordingly:

- As a small school, the pupil roll and staff group are limited, which affects the resources and specialist capacity available, but also allows for a high level of individual knowledge of, and response to, each pupil's needs.
- The building's Grade II listed status means that any structural alteration — to walls, staircases, doorways, windows or the external fabric — requires Listed Building Consent from Ealing Borough Council, and some alterations that would otherwise be straightforward reasonable adjustments (for example, widening doorways, installing ramps or platform lifts, or altering historic staircases) may not be granted consent, may need to be sympathetically designed, or may be prohibitively costly relative to the benefit for a very small number of pupils.
- The school occupies the first floor with no lift installed and no lift currently planned, owing to the structural and heritage constraints of the building and the very significant cost of installing a compliant lift or platform lift in a listed structure of this kind.

Because of this, the school's approach to Strand 2 combines (a) genuinely reasonably practicable physical improvements that do not compromise the listed fabric, and (b) robust auxiliary aids, procedural and management adjustments that ensure a disabled pupil, parent, staff member or visitor who cannot access the first floor is not excluded from the school's curriculum, activities or information — for example, by relocating specific lessons, meetings or events to accessible ground-floor space (on or off site), or by making the same content and experience available by other means. The Governing Body keeps the position on step-free access under active review and will revisit the feasibility, cost and consent implications of a lift or platform lift whenever circumstances change

(for example, a future capital project, a change of premises, or new funding becoming available). All targets will be reviewed in B of G meetings as and when need arises.

3. Strand 1 — Increasing access to the curriculum for pupils with disabilities

The school's aim is that every disabled pupil accesses the same broad and balanced curriculum, the same range of subjects, and the same extra-curricular and enrichment opportunities (including trips, sports, performances and Welsh-medium cultural activities such as eisteddfodau) as their peers, with reasonable adjustments and auxiliary aids made available as needed. Current provision and ongoing commitments include:

- Class teachers and the SENCo work with parents/carers, pupils and external professionals to identify barriers to learning early and to put in place individual provision maps, EHC Plan outcomes or Individual Healthcare Plans as appropriate.
- Differentiated teaching, adapted resources (e.g. enlarged text, visual timetables, coloured overlays, writing slopes, sloped desks, specialist ICT software) and, where necessary, additional adult support are used to remove barriers to learning in both English and Welsh-medium teaching.
- Staff receive training on meeting the needs of pupils with a range of disabilities and additional needs relevant to the current pupil cohort, refreshed as new needs arise given the school's small size.
- Because whole-school activities are timetabled to fit the first-floor accommodation, any activity that cannot practicably take place on the first floor (for example, due to space, equipment or an individual pupil's mobility needs) is relocated to accessible space where possible, on or off site, so that no pupil is excluded from a curriculum activity.
- Educational visits and off-site activities are risk-assessed to ensure a disabled pupil can take part; where a specific venue is not accessible, an alternative venue or in-school equivalent activity is arranged rather than the pupil being left behind.

Strand 1 action plan

Target	Actions	Timescale	Lead	Success criteria
Early identification	Maintain robust systems (pupil progress meetings, SENCo liaison, parent consultation) for identifying disabled pupils and pupils with SEND as early as possible, including on transition into Reception/Nursery.	Ongoing / reviewed termly and Bof G meetings	SENCo / Head teacher	All disabled pupils have an up-to-date provision map or EHC Plan; needs identified before they become barriers to learning.
Staff training	Audit staff confidence and knowledge annually; commission targeted training (e.g. from the local authority SEND team or health professionals) matched to the needs of pupils currently on roll.	Annually, and reactively when a new need is identified	SENCo / Head teacher	Staff training log shows training matched to current pupil needs; staff report increased confidence.
Curriculum resources	Review and, where needed, purchase adapted/specialist resources (large print, tactile, ICT software, specialist PE/sports equipment) to support participation in lessons in both languages.	Reviewed annually each September; purchases as needs arise	SENCo / Class teachers	Pupils use appropriate resources with no adaptation-related delay to accessing a lesson.
Extra-curricular and off-site access	Risk-assess all trips, clubs and cultural/eisteddfod events for accessibility at the planning stage; identify accessible venues or in-school	Before each trip/event is booked	Trip organiser / Head teacher	No disabled pupil is excluded from, or offered a lesser version of, a trip, club or cultural event.

Target	Actions	Timescale	Lead	Success criteria
	alternatives in advance rather than reactively.			
Pupil voice	Seek the views of disabled pupils and their parents/carers annually on how well the curriculum and school activities meet their needs, and act on feedback.	Annually and in termly B of G meetings	SENCo	Feedback gathered and evidenced actions taken in response.

4. Strand 2 — Improving the physical environment, where reasonably practicable

We will make reasonable adjustments to the physical environment, and it is explicitly limited to what is ‘reasonably practicable’, taking into account cost, practicality, and the constraints of a Grade II listed, first-floor-only with no lift planned. The Governing Body has considered what is genuinely achievable and commits to the following:

- Continue to seek Listed Building Consent, where appropriate and proportionate, for low-impact adjustments such as improved signage, non-structural handrails, door furniture (lever handles), colour-contrast markings on step edges/nosings, and improved lighting, which support people with mobility, visual or dexterity impairments without harming the historic fabric.
- Maintain clear, unobstructed circulation routes and fire escape routes at all times, and keep Personal Emergency Evacuation Plans (PEEPs) up to date for any pupil, member of staff or regular visitor who would need assistance to evacuate.
- Ensure furniture, storage and classroom layouts are organised to maximise manoeuvring space for pupils using mobility aids, and reviewed whenever a new pupil with a mobility need joins the school.
- Because there is no lift and none is currently planned, maintain a clear, published procedure (see Strand 2 action plan) for relocating any lesson, meeting, event, examination or appointment that would otherwise take place on the first floor, so that a wheelchair user or a person unable to manage stairs is never prevented from accessing school life.
- Keep the case for a lift or platform lift under review as part of the school's longer-term estates and capital planning, revisiting cost, feasibility and listed-building consent implications whenever a capital project, change of premises, or new funding stream arises.
- Ensure the entrance, toilets and any ground-floor space used by the school are kept as accessible as the building allows (e.g. accessible WC provision, threshold ramps where consent allows, clear door widths).

Strand 2 action plan

Target	Actions	Timescale	Lead	Success criteria
Access audit	Commission an access audit of the premises (entrance, circulation routes, toilets, classrooms, fire escapes) by a suitably qualified access consultant, sensitive to the listed status of the building.	September 2027 and in Bof G meetings if need arises	Head teacher / Premises governor	Written access audit completed; findings feed into this plan at next review.
Low-impact adjustments	Identify and implement adjustments not requiring Listed Building Consent (signage, contrast markings, door furniture, lighting); apply for Listed Building Consent for any adjustment that does require it.	Within 12 months of the access audit	Premises governor / Head teacher	Adjustments identified in the audit are either completed or have a consent application submitted.
Emergency evacuation	Review and update Personal Emergency Evacuation Plans (PEEPs) for any pupil, staff member or regular	At the start of each term and	Health & Safety Lead / Head teacher	All relevant individuals have a current PEEP; fire drills demonstrate the plan

Target	Actions	Timescale	Lead	Success criteria
	visitor with a mobility, sensory or other relevant impairment; include evacuation procedures in staff induction and fire drills.	whenever a new relevant need arises		works in practice.
First-floor access procedure	Maintain and publicise a clear procedure for relocating lessons, meetings, parents' evenings, performances and examinations to accessible ground-floor space (on or off site) whenever a participant cannot access the first floor.	In place now; reviewed annually	Head teacher	No parent, pupil, staff member or visitor is ever unable to attend a school activity because of stairs; relocation happens smoothly when requested.
Long-term lift feasibility	Revisit the feasibility, cost and Listed Building Consent implications of a lift or platform lift as part of any future capital works, premises change, or funding opportunity (e.g. condition improvement fund bids).	Reviewed at every full review of this plan, and opportunistically	Governing Body / Head teacher	A documented, current position exists at each review, even if the outcome remains 'not currently reasonably practicable'.

5. Strand 3 — Improving the availability of accessible information

The school aims to ensure that written and verbal information for disabled pupils, parents/carers, staff and visitors is provided in ways that are accessible to them, within a reasonable time frame, and — reflecting the school's Welsh-medium character — in a way that also respects families' choice of Welsh or English.

- Information is offered, on request, in alternative formats such as large print, audio, plain language or via email/phone rather than only in print, and in Welsh or English according to family preference.
- The school website is maintained with accessibility in mind (readable fonts, colour contrast, alt text for images) and reviewed against current accessibility guidance.
- Letters, newsletters and consultation documents use clear, plain language in both languages, avoiding unnecessary jargon, with key dates and actions highlighted.
- Staff are briefed on how to communicate effectively with disabled parents/carers or visitors (for example, allowing extra time, using clear speech for people with a hearing impairment, or offering a phone call in place of a written letter).
- Meetings (such as parents' evenings, EHC Plan reviews and Governing Body meetings involving parents) are, where needed, relocated to accessible ground-floor space or offered remotely, consistent with the Strand 2 relocation procedure.

Strand 3 action plan

Target	Actions	Timescale	Lead	Success criteria
Alternative formats	Publicise (in the school prospectus, website and welcome pack) that information is available on request - large print, audio, plain language, and in Welsh or English; log and fulfil requests promptly.	Ongoing; publicised from September 2027	Head teacher / Office staff	Requests for alternative formats are met within an agreed reasonable timeframe (e.g. 10 working days).
Website accessibility	Check the school website against current public sector web accessibility guidance (colour contrast, alt text, readable structure) and remedy any gaps found.	Annual check each September-equivalent term	Website administrator	Website passes an accessibility self-check; any issues found are corrected within one term.
Plain-language communications	Review standard letter and newsletter templates for plain language and clarity in both Welsh and English; train office staff in accessible written	Within the first year of this plan	Head teacher	Templates reviewed; feedback from parents/carers shows communications are clear

Target	Actions	Timescale	Lead	Success criteria
	communication.			and understandable.
Staff awareness	Include communicating with disabled parents, pupils and visitors as part of staff induction and refreshed periodically for all staff.	At induction, and refreshed annually	Head teacher	Induction records show this is covered; no complaints received about inaccessible communication.
Meetings and events	Ensure any parent, visitor or governor who cannot access the first floor is proactively offered an accessible alternative (ground-floor room, off-site venue, or remote/video option) for meetings and events.	Ongoing	Head teacher / Office staff	No parent, visitor or governor misses a meeting or event due to inaccessible premises.

6. Roles and responsibilities

- The Governing Body has overall responsibility for ensuring the school complies with the Equality Act 2010 and for approving, monitoring and reviewing this plan.
- The Head teacher has day-to-day responsibility for implementing the plan, for ensuring reasonable adjustments are made, and for reporting progress to the Governing Body.
- The SENCo leads on identifying and meeting the needs of individual pupils and liaising with external professionals.
- All staff share responsibility for making reasonable adjustments in their day-to-day practice and for referring any concern about access to the Head teacher or SENCo.
- The premises/link governor supports the Head teacher in overseeing the physical environment strand, including liaison with the local planning authority on listed building matters.

7. Monitoring, review and reporting

This plan is a working document. Progress against the action plans above will be reported to the Governing Body annually (next due: September 2027), and the plan as a whole will be formally reviewed and revised at least every three years, or sooner if there is a significant change of circumstances (for example, a change of premises, a new pupil with significant access needs, or new legislation or guidance). The next full review is due by September 2029.

This plan is available to parents/carers, staff and prospective families on request and via the school website, in line with Strand 3 above.

8. Links to other policies and documents

- SEND Policy and SEND Information Report
- Equality Policy
- Medical Conditions Policy
- Health and Safety Policy, including Fire Evacuation Procedures and PEEPs
- Behaviour Policy
- Admissions Policy

Approved by the Full Governing Body of Ysgol Gymraeg Llundain / London Welsh School: September 2026.