

**Rhondda Cynon Taf CBC Education and Inclusion Services Directorate**

###  DARRAN PARK PRIMARY SCHOOL

###  ACCESSIBILITY PLAN

 **3 YEAR PERIOD COVERED BY THE PLAN: 2023-2026**



### Date of approval by the governing body: Spring Term 2023

**Date of annual review: Spring Term 2024**

**Date of full review: Spring Term 2026**

### DARRAN PARK PRIMARY SCHOOL ACCESSIBILITY PLAN 2023-2026

**Contents**

|  |  |  |
| --- | --- | --- |
| **Section** | **Content** | **INSERT****Page Numbers** |
|  | Foreword |  3 |
| 1. | Introduction |  4 |
| 2. | Key Objective of the Accessibility Plan |  4 |
| 3. | Legislation and Guidance |  5 |
| 4. | Roles and Responsibilities |  5-6 |
| 5. | Engagement |  6-7 |
| 6. | Information from Pupil Data and School Audit |  7 |
| 7. | Staff Professional Learning |  7 |
| 8. | Publishing and Monitoring Outcomes |  7 |
| 9. | Links with other Policies/Plans |  8 |
| 10. | Strategic Leadership |  8 |
| Appendix 1 | Accessibility Plan Improvement Priorities |  9-13 |

**Foreword**

At Darran Park Primary School we fully recognise our duties and responsibilities to eliminate discrimination and promote equality for all learners, employees, members of the school community and service users regardless of protected characteristics.

We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation of individuals with protected characteristics as set out in the 2010 Act.

Our Accessibility Plan has been informed by the views of our learners, parents/carers, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and complements and supports the Equality Objectives set out in the school’s Strategic Equality plan.

The Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a specified timeframe and anticipating the need to make reasonable adjustments to reduce and eliminate identified barriers to accessibility.

The school and governing body, will collect, analyse and publish information about our progress in achieving our improvement priorities as outlined in the Plan. These will be shared and published so that there is transparency and accountability. We will also aim to 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.

Christian Coole Roy Maddox

### HEADTEACHER CHAIR OF GOVERNORS

**Section 1: Introduction**

Our school vision is aligned with the principles of the Equality Act (2010). At Darran Park Primary School we want to nurture ethically informed citizens who are ready to be citizens of Wales and the world. We will foster a strong sense of community and belonging where children develop mutual respect for themselves, each other and the environment. We will ensure that diversity is celebrated in our community school.

Our school aims to treat pupils and the whole school community fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind. Our school promotes equality of opportunity for persons with a disability and, by promoting a positive ethos, aim to eliminate discrimination related to disability.

Schools are required under the Equality Act 2010 to have an Accessibility Plan.

The plan will be made available online 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 a rigorous monitoring and evaluation framework.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

**Section 2: Key Objective of the Accessibility Plan**

The purpose of the Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, prospective pupils, staff, volunteers and visitors with a disability.

The Accessibility Plan has been developed around three planning duties to identify 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 along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them or their parents.

**Section 3: Legislation and Guidance**

The Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010 which places a statutory duty upon schools to prepare an Accessibility Plan at least every three years.

The Equality Act defines an individual as disabled if they have:

1. a **physical or mental** impairment, and
2. 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 a year/12 months or more.

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

**Section 4: Roles and Responsibilities**

**GOVERNING BODIES**

To ensure compliance with the Act, the governing body**:**

* ensures that the school publishes its three year accessibility plan;
* makes appropriate arrangements to monitor the plan’s progress and effectiveness on at least an annual basis and issue a new plan on a rolling three-year basis;
* publishes information about the plan in the governors’ annual report to parents;
* works in partnership with school leaders to complete the Accessibility Audit Tool for school and pre-school settings to inform the Accessibility Plan;
* undertakes regular training in disability equality issues and inclusion.

In order to meet its reporting responsibility, the governing body reports on the progress of the Accessibility Plan annually, as part of its Annual Report to Parents/Carers.

**SENIOR LEADERSHIP TEAM**

Senior Leaders in our school promote accessibility and eliminate discrimination by undertaking a cycle of development, implementation and review of their accessibility plan as follows:

* Auditing/Reviewing the outcomes of previous plans and completing an Accessibility Audit Tool to identify barriers to accessibility.
* Consulting with a range of stakeholders.
* Ensuring that the plan clearly identifies the school’s short, medium and long- term desired outcomes and improvement priorities with clear implementation arrangements and timescales.
* Set specific and measurable targets/goals with clear timescales for evaluation.
* Implementing the accessibility plan and allocating adequate resources to support its implementation.
* Ensuring that a framework is in place, with an annual review of the plan in consultation with stakeholders to evaluate its success.
* Ensuring that all staff are aware of the Accessibility Plan, receive regular training in disability equality issues and inclusion and promote equality of access and opportunity for disabled learners.

**Section 5: Engagement**

The Darran Park Primary School Accessibility Plan has been developed through consultation with pupils, parents/carers, staff, governors and other relevant stakeholder that contribute to the whole school community.

An extensive range of different engagement activities have been undertaken to inform strategic plans. These include:

* An analysis of the survey responses or focus groups feedback on equality issues from a range of stakeholders including learners, parents/carers, staff, governors and the wider community. Some consideration was given to the analysing information according to protected characteristics to inform strategic planning;
* Learner voice activities and school council feedback;
* An analysis of school complaints;
* Feedback provided from parental consultation events and workshops;
* Feedback from annual review processes; and
* Outcomes from community cohesion events and activities.

When consulting, important consideration has been given to the most effective and reliable means of gathering information. Interpretation facilities have been put in place for those for whom English is an additional language or are newly arrived in

this country. Modified materials and accessible formats have also been used to ensure accessibility for those with disabilities or ALN.

**Section 6: Information from Pupil Data and School Audit**

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 used the RCT Accessibility Audit Tool to identify remaining barriers to accessibility and to inform specific and measurable actions we can take to address them.

The school’s self-evaluation and school improvement planning processes have also informed the Plan and include analysis of pupil data where relevant

**Section 7: Staff Professional Learning**

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Specific training needs in this area are identified and addressed during the performance management process. This is routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in the school.

**Section 8: Publishing and Monitoring Outcomes**

The school provides a report detailing the Accessibility Plan and its evaluation of it to the governing body on an annual basis. Information is also detailed in the Governors’ Annual Report to Parents/Carers. The Plan and its evaluation is shared with parents/carers.

The Accessibility Plan is monitored by the governing body. The local authority may request a copy of the Plan at any time.

Please see Appendix 1 for the improvement priorities and associated actions that our school has identified in our Accessibility Plan.

**Section 9: Links with other Policies/Plans**

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

* Strategic Equality Plan
* ALN Policy
* Supporting pupils with Healthcare needs Policy
* Curriculum Policy
* Health and Safety Policy
* Anti–bullying Policy.

**Section 10: Strategic Leadership**

The lead for the Accessibility Plan in Darran Park Primary School is Mr C.Coole.

### Appendix 1

 **DARRAN PARK PRIMARY SCHOOL**

**ACCESSIBILITY PLAN FOR 2023-2026**

**Date of Issue: Spring** 2023

**First review of the Accessibility Plan: Spring** 2024

**Final Review of the Accessibility Plan: Spring** 2026

|  |
| --- |
| **Improvement Priority 1: Improving access to the curriculum** |
| **Outcome** | **Action to ensure outcome** | **Person responsible** | **Long, medium or short-term** | **Completion date** | **Costings & resources** | **Monitoring & evidence** | **Impact statement/ evaluation** |
| Teaching and learning across the curriculum reflect equal opportunities for all with physical impairment and relates to pupils’ everyday experiences. | Planning and Teaching includes opportunities to ensure the physical diversity of society is represented. | All staff | Long | Ongoing | Supply costs to release SLT - £195 per dayStaff meetings | Learning walks | Nearly all pupils are respectful and have an understanding of physical diversityAll pupils have equal opportunities |
| Ensure that the curriculum isdifferentiated appropriately to take account of all individual pupils’ learning needs. | Staff to ensure planning is differentiated to consider the learning needs of all.Provision maps and support plans are in place to support pupils with ALN | All staffALNCO | Long | Ongoing | Supply costs to release SLT - £195 per dayStaff meetings | Learning WalksWork scrutinyMonitor planning | Nearly all pupils receive the required support to make progress in their learningthrough an engaging curriculum that is matched to their needs. |
| All staff to be trained in de-escalation strategies and appropriate restraint. | Team Teach training organised and refresher courses undertaken when required | All staffHT | Medium | Repeat every 2-3 years | Cost of Team Teach trainingUse of INSET Day or twilight sessions | Recording of incidents | Staff will be more confident and enabled to manage behaviour in class and around school.  Staff have a good understanding of de-escalation strategies and restraint techniques; their safe use and impact |
| Improve children’s awareness of disability issues. | PSHE curriculum and assemblies to be used to raise awareness of disability issues. | AD and CIAll staff | Long | Ongoing | Jigsaw SOWStaff meetings | Listening to learners | Nearly all pupils have agreater understanding of disability issues. |
| Staff to develop skills to support pupils with ALN and specific disabilities | Staff to attend relevant training | ALNCOAll staff | Long | Ongoing | Staff meetingsINSETCost of external training | Learning WalksWork scrutinyPupil Progress meetings | Staff have increased knowledge and understanding of strategies to use to effectively support their pupils with specific needsNearly all pupils with ALN make greater progress in their learning as a result of improved support |

|  |
| --- |
| **Improvement Priority 2: Improving access to the school site/physical environment** |
| **Outcome** | **Action to ensure outcome** | **Person responsible** | **Long, medium or short-term** | **Completion date** | **Costings & resources** | **Monitoring & evidence** | **Impact statement/ evaluation** |
| Improve the ease of movement in all classrooms for children with physical disabilities. | Evaluate the amount of free space in all classrooms.Make sure that doorways & movement around the classroom is sufficient for a wheelchair etc. | HTAll staff | Short | Summer Term 2023 | School Budget | Learning walks | Children with physicaldisabilities will be able to move more freely within each classroomenvironment. |
| Children with disabilities are accommodated satisfactorily in the school environment and provision is made for short term mobility issues. | Risk assessments for short term issues (e.g. a child with a broken leg would have an identified buddy and a dedicated member of staff).  | HTClass TeacherAll staff | Short | ongoing | Allocated Staff memberSchool Budget | Review Risk AssessmentRegular Discussions | Children with short term disabilities are able to attend school and access all areas of learning.  |
| Identify/provide a suitable area for children with medical needs to be attended to with some privacy.  | Use of one of the smaller rooms within the school eg The Sunshine Room  | HTAll staff | Short | ongoing | Allocated Staff memberSchool Budget | Regular Discussions | Children will have an area where they can be treated in privacy |
| Risk assessments in place for children with more permanent mobility issues that can be adapted as and when required | Risk Assessments completed with parents and relevant professionals. Specialist equipment to be provided  | HT ALNCOCorporate Estates | Long | ongoing | School BudgetLA funded | Regular meetingsLearning walksReview of Risk Assesment | All children will have access to all learning activities, both within and outside of the classroom |

|  |
| --- |
| **Improvement Priority 3: Improving access to information** |
| **Outcome** | **Action to ensure outcome** | **Person responsible** | **Long, medium or short-term** | **Completion date** | **Costings & resources** | **Monitoring & evidence** | **Impact statement/ evaluation** |
| School policies reflect a commitment to accessibility for all. | All relevant policies to be reviewed & have reference to disability equality and accessibility. | SLT | Short | Ongoing | SLT Leadership Time | Review of policies | All pupils have access to all areas of the curriculum and stakeholders are aware of this |
| Ensure that all information and resources used in teaching are accessible to all pupils. | Modify homework andworksheets –enlarge print, simplify language, use audio/ICT equipment.Use appropriate language and recorded/visual information in delivery if necessary. | All staff | Short  | Ongoing | School Budget | Learning WalksWork scrutiny | All pupils have greater access to the curriculum |
| Ensure all information provided to pupils is in an appropriate format. | Key information available on website. Modify child questionnaires, e.g.simplify language, provide adult/peer support. ICT equipment & appropriate programs/software used | SLT All staff | Short | Ongoing | School BudgetSchool Website | Findings from questionnaires | All pupils have greater access to all relevant information |
| Ensure all information provided to parents/carers is in an appropriate format. | Questionnaire for parents/carers & response from schoolKey information available on website | SLT All staff | Short  | Ongoing | School BudgetSchool Website | Findings from questionnaires | All parents have greater access to and awareness of all relevant information  |
| Ensure all information provided to the GB is in an appropriate format | Questionnaire - GBHT reportsKey information available on Hwb and website | HT | Short | Ongoing | School BudgetSchool WebsiteHwb | Minutes of meetings | All Governors have greater access to and awareness of all relevant information |