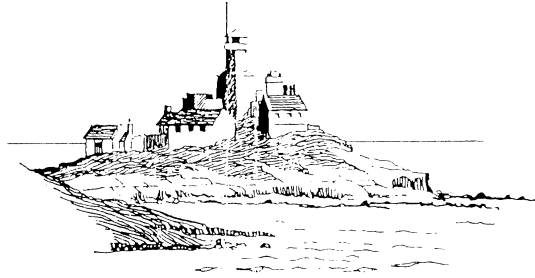


*Achievement Through Challenge/Cyflawni Trwy Herio*



**YSGOL GYNRADD YSTUMLLWYNARTH  
OYSTERMOUTH PRIMARY SCHOOL**

**POLICY  
For  
ACCESSIBILITY  
With  
Accessibility Plan  
AUTUMN TERM 2017**

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### **1. INTRODUCTION**

This document sets out the Policy for Oystermouth Primary School outlining our plans for increasing progressively the accessibility of all aspects of our school for disabled pupils. We have also given consideration to members of the public who use our school inside and outside the working day.

The Policy should be read alongside the Accessibility Action Plan for 2015-18, Health and Safety Action Plan and in conjunction with the L.A.'s 'Accessibility Plans – Guidance for Schools'. There are a number of other documents published by WAG which provide guidance to schools on this important aspect of our work forming a legislative framework:

There are three main strands of legislation which support disabled children and young people in school.

- The SEN Framework (Part IV of the Education Act 1996)
- Disability discrimination duties (sections 28A-28C, 28F, 28G, 28K, 28L of the Disability Discrimination Act 1995;
- Planning duties (Sections 28D-28E of the Disability Discrimination Act 1995).

The purpose of the SEN Framework is to identify and provide for the special educational needs of individual children, some of whom may be disabled, who need provision that is additional to, or different from, provision normally available in schools maintained by the LA. The SEN Code of Practice for Wales (2002) which provides guidance to schools and LAs on the SEN Framework.

Children with statements of special educational needs are expected to be educated in a mainstream school unless this is against their parents' wishes or

incompatible with the efficient education of other children. At Oystermouth Primary we are endeavouring to maintain our present high quality provision which enables access for disabled pupils and full inclusion of children and young people with statements of SEN. We acknowledge that from 1996, schools and LAs have already had statutory responsibilities under the DDA and, since September 2002, it has been unlawful for schools and LEAs to discriminate against disabled pupils in their arrangements for admissions, exclusions and the provision of education and associated services.

Under these duties Oystermouth Primary School will:

- not treat disabled pupils less favourably than other pupils;
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty).
- acknowledge that it may be necessary to arrange 'over and above' the normal provision for a child with a disability (S.E.N.) in order to ensure that they are able to access the full curriculum and enrichment activities.

Section 28D of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001), places a duty on LAs to plan strategically to increase over time the accessibility of all of their schools, including pupil referral units and maintained nursery schools, and places a duty on the bodies responsible for schools to plan to increase the accessibility of their schools.

In fulfilling these duties we have produced a strategic plan spanning 20015-18. This document is a 'live document' amended and added to on an annual basis. A new 3 year plan will be drawn up in April 2018.

The plan outlines our intention for:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services in schools;
- improving the delivery to disabled pupils of written information provided to pupils who are not disabled.

References to our policy on accessibility will be found in a number of other school policies, relating to our provision for S.E.N. Pupils, equal opportunities, racial equality, teaching for learning, Health and Safety (and associated policies).

## 2. DEFINITIONS

At Oystermouth Primary School we feel that it is important for us to agree and accept the following common definitions in order to be clear about our intention to improve Accessibility within our working environment.

The Disability Discrimination Act defines a disabled person as:  
'a person who has a physical or mental impairment that has a substantial and long-term affect on his or her ability to carry out normal day-to-day activities'.

Physical or mental impairment includes sensory impairments and learning difficulties.

The definition also covers certain medical conditions when they have a long-term and substantial effect on a person's everyday life.

Mental health conditions are also covered when they are a clinically well recognised illness.

The definition only includes 'those whose impairments are more than minor or trivial, and extend beyond the normal range of differences in ability that exist'.

At Oystermouth Primary School we acknowledge that the City and County of Swansea has adopted the social model of disability, which recognises that people with impairments are more disabled by the barriers of society (e.g. physical, environmental, organisational, attitudinal, etc.) than by their impairments. We are committed to the removal of all such barriers to our services.

Children and young people with a disability should not automatically be considered to have a special educational need. The Education Act (1996) states that 'children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them.

Children and young people have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children or young people the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children and young people of the same age in schools within the area of the LA; and
- are under compulsory school age and fall within the above definitions, or would do so if special educational provision was not made for them.

### **3. DUTIES OF THE LA AND SCHOOLS**

The following sections outline and distinguish the LA's and schools' responsibilities in relation to:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of schools; and
- improving the delivery to disabled pupils of written information.

#### **Improving participation in the curriculum:**

In the terms of the Guidance in the Welsh Assembly Governor Circular No. 15/2004, the curriculum covers teaching and learning and wider provision embracing:

- after school clubs;
- leisure,
- sporting and cultural activities;
- educational visits and special events

Planning for improved access to the curriculum should include consideration of:

- school and classroom organisation
- support – teaching and non-teaching
- time-tabling
- curriculum options (disapplication where appropriate)
- deployment of staff
- staff information and training.

#### **The LA will:**

- Provide staff training to schools on issues related to improving access to the curriculum, including the development of enhanced approaches to teaching and learning. Training will be provided either through the LA's Course Programme or through negotiation with members of the Education Effectiveness and/or Education Inclusion Teams.
- Include accessibility issues within the scope of the developing School Profile.
- Ensure that schools, and school staff, are aware of the range of specialist support services that can provide advice and consultation.
- Continue to provide specialist advice and consultation from its support services including the Educational Psychology Team, the Behaviour and Learning Team and the Advisory Teacher Team
- Encourage schools to work together and collect and collate examples of good practice.
- Provide specific support for curriculum audits and curriculum development

initiatives through the Education Effectiveness Team and the role of the School Challenge Advisor.

- Audit issues relating to extending participation in the curriculum to produce a clear Authority wide picture and inform the development of the Accessibility Strategy Action Plan.

### **Oystermouth Primary School will:**

- Continue to provide a broad and balanced curriculum for all pupils.
- Continue to develop approaches to the differentiation of the curriculum to enable increased access for pupils with disabilities.
- Identify all pupils and known prospective pupils who face barriers to learning and full participation.
- Consider pupils', and prospective pupils', assessed needs and consider any reasonable adjustments which may be necessary to enable them to participate.
- Develop curriculum audits which review patterns of achievement and participation by disabled pupils in different areas of the curriculum.
- Audit the approaches used when planning and delivering the curriculum.
- Audit staff training needs in relation to increasing participation in the curriculum.
- Consider developing resource banks detailing ideas and approaches which support increased participation in the curriculum.
- Audit pupil, and prospective pupil, needs in relation to the wider provision of school, including after school clubs; leisure, sporting and cultural activities; and educational visits/special events.
- Seek to develop and share good practice in this area and access the opportunities provided by the LA and other schools to facilitate this process.

### **Improving the physical environment of our school for disabled pupils**

The planning duty includes improvements to the physical environment of the school and the provision of physical aids to access education.

#### **The physical environment includes:**

steps, stairway, kerbs,  
exterior surfaces and paving,  
building entrances and exits (including emergency escape routes),  
internal and external doors, gates,  
toilets and washing facilities,  
lighting, heating, ventilation, lifts,  
floor coverings, interior surfaces, room décor and furniture,  
signage

**Improvements to physical access include:**

ramps, handrails, lifts,  
widened doorways, electromagnetic doors,  
adapted toilets and washing facilities,  
adjustable lighting,  
blinds,

**Improvements can also be made by:**

re-arranging room space,  
removing obstructions from walkways,  
changing the layout of classrooms,  
providing designated storage space  
reallocating rooms to particular subject specialisms.

When any improvements are made we will ensure that care is taken to ensure a careful match between the function/purpose of the area and its physical design.

**Physical aids to access education include:**

ICT equipment,  
desks, chairs,  
writing equipment,  
science equipment,

There is a distinction between aids provided under the SEN framework, which are allocated for individual pupils, and aids or adaptations provided under the planning duty which relates to the pupil population (and future population) of the school.

The City and County of Swansea accepts and promotes the concept of Inclusive Design and it is expected that planning will have regard to Inclusive Design principles.

At Oystermouth Primary we will:

- Seek advice from and consult with the L.A. in relation to planning for improvements to the physical environment.
- Continue to maintain up-to-date information about the new admissions for our school in order to ensure that we are able to meet their needs effectively – this will involve liaison with outside agencies and playgroups for admissions in Early Years and with Secondary Schools for transition to K.S.3.
- conduct an internal simple access audit to aid school planning.
- Seek to include minor building works or developments to improve accessibility, identified by the school, or through the access audit, into the school H&S Action Plan.
- Continue to provide specialist aids/equipment to individual pupils within the terms of the agreement described above.
- Ensure training is made available to the Governors and school staff as

necessary to raise awareness of school responsibilities and opportunities for improvement.

- Consider, on a planned basis, how to improve accessibility through reorganising or rearranging aspects of the school environment without physical adaptation or building works.

### **Improving the delivery of information to disabled pupils:**

We will present our documentation in Arial font using size 12 wherever possible and include information in our prospectus which will enable anyone requiring printed material to obtain it via electronic means so that the font can be adjusted to a size which suits them.

Translation service will also be offered where appropriate using L.A. services.

Signage will be appropriately sized and placed throughout the school and we will endeavour to reduce the amount of information presented, giving due regard to pictorial representations.

Consultation with pupils via the School Council and on an individual basis during I.E.P. and other planned reviews will provide good quality feedback on making written information normally provided by the school to its pupils available to disabled pupils.

Information might include items such as:

- handouts,
- timetables,
- textbooks
- information about school events
- signage

Depending on the needs of the individual, consideration will be given to the following alternative formats for the provision of information:

large print,

audio tape,

Braille,

a recognised symbol system,

the use of ICT

the provision of information orally, through lip speaking or in sign language.

At Oystermouth Primary School we believe that Information must be provided within a reasonable time, i.e. to be of proper use for the pupil. For example, a reasonable time frame for the provision of a handout needed during a lesson would be the start of the lesson.

In practice, it is anticipated that the majority of pupils requiring information to be



provided in a different format will already have had their needs identified through the school's and/or the LA's SEN identification processes i.e. on admission, during I.E.P. review or at annual review meetings.

We will:

- Raise awareness amongst staff about the requirement to provide information in alternative formats if required.
- Maintain up-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff.
- Collect and share examples of good practice amongst staff.
- Review and audit the school's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility.
- Seek specialist advice and support in those cases which lie beyond the school's immediate expertise.

#### **4. MONITORING, REVIEW AND EVALUATION ARRANGEMENTS**

Monitoring of the progress of the Accessibility Action Plan will be undertaken during the regular meetings between:

- the Governor with Responsibility for Health and Safety and Headteacher
- Headteacher(SENCO) and Support Teacher – termly meeting
- Annual Change Team Meeting
- Termly Senior Management Team Meeting
- Termly S.E.N. Sub-Committee Meeting and report back to full Governing Body Meeting

The Action Plan will be reviewed and revised, at least on an annual basis.

Oversight of the monitoring will be undertaken by the Headteacher.

Evaluation of the Accessibility Strategy and Action Plan will be carried out by the Governing Body in the following ways:

- Through formal auditing of progress towards targets identified in the H&S Action Plan (New plans and completed actions documents e-mailed to all Governors on a Termly basis)
- Through collation of wider information relating to accessibility, including: feedback from staff (Change Team), parent groups/ parent Governors, and monitoring data in relation to complaints and appeals (Termly feedback in Headteacher's Termly and Annual Reports to Governors and from reports given by Sub-Committee Chairs).

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The Accessibility Plan will be formally reviewed prior to 31st March 2018 as part of the process of drawing up a new Strategy.