

Bodringallt Primary School



Disability Access Policy / Plan

Chair of Governors: L Llewellyn
Headteacher: S Howells

Date : September 2022
Review: September 2024

1. Introduction

At Bodringallt Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

The achievement of disabled pupils is monitored and we use this information to raise standards and ensure inclusive teaching. We make reasonable adjustments to make sure that the school environment is as accessible as possible. At Bodringallt Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This Disability Access Policy sets out an approach to promoting disability equality in every aspect of school life in Bodringallt Primary School.

Our Disability Access Policy embraces all aspects of disability whether this relates to:-

- Pupils and their parents and carers
- Staff
- Members of the wider school community.

Our understanding of disability is that provided by the Disability Rights Commission:-

‘A person is disabled if they have a mental or physical condition which has a substantial and long term effect on their ability to carry out normal day to day activities’.

In this definition substantial means more than minor or trivial and the phrase long term means more than one year.

At Bodringallt Primary we :

- Provide a broad balanced curriculum for all pupils, ensuring that it is appropriately differentiated to ensure that all young people with ALN and/or disabilities can take part in learning activities fully and effectively alongside their peers.

- Identify young people who face barriers to learning and respond to individual learners' requirements for curriculum access in order to remove these barriers to learning through appropriate planning.
- Complete and review a provision map for all young people with ALN, which includes a variety of strategies, interventions and approaches appropriate to a range of learning styles to ensure that they respond to the diverse range of individual needs within the school community, and review this regularly.
- Ensure that staff are aware of the needs of young people with ALN/disabilities by means of a one page profile.
- Provide technological support to enable access to the curriculum where the cost is less than £500.
- Consider the needs of individual pupils prior to admission and, where necessary, plan in partnership with other agencies to meet these needs.

Cultural, Off-site and Extra Curricular Activities

Access to the curriculum covers not only teaching and learning but also the wider curriculum of the school, such as after school activities, leisure, sporting and cultural activities or school visits. All pupils are entitled to participate in offsite activities and Bodringallt Primary always takes reasonable steps to make this possible. We also consider these activities in the light of any future pupils who may have significant disabilities.

Services within Access and Inclusion provide advice and assist us with concerns about a pupil's disability affecting their ability to participate:

- Cultural visits, off-site and extra-curricular activities must be made accessible to all pupils, including disabled pupils.
- All schools will have a current policy with regard to school visits and off-site activities which avoid discriminatory practices.
- A risk assessment should be undertaken for every off-site activity to show that opportunities for all pupils to be included in the activity have been considered.

- In relation to school visits for which charges can legally be made, any charges made by schools to take a disabled pupil on a school visit must be reasonable in all circumstances of the cases. The initial costings of a trip must reflect the needs of all pupils.
- Staff must ensure that an appropriate level of care and supervision is available to meet the need of all individuals within the group

2. Involving disabled children, young people and adults.

2.1 We set out to actively engage:

1. Disabled children and young people and their parents and carers.
2. Disabled staff
3. Disabled members of the wider community from the outset.

1. We have involved disabled children and young people by:

- attempting to provide an environment that allows children with disabilities full access to all areas of learning.
- Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. Teachers also ensure that specialised equipment is used effectively e.g. wobble cushions.
- In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;

- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in Science + Technology, and to use visual resources and images through Expressive Arts;
- uses assessment techniques that reflect their individual needs and abilities.

2. We have involved disabled staff by:-

Not applicable

3. We have involved disabled members of the wider community by:

- *Ensuring that all letters are print type 12 or above.*
- *Providing disability access to the whole school.*
- *Ensuring disability access to concert venues outside school eg. St Stephens, Treorchy Comprehensive School, Park and Dare theatre*

3. Extending our disability awareness

3.1 To extend our awareness and understanding of disabled people and the ways in which we can promote equality of opportunity we work with:-

- A very successful partnership with Ysgol Hen Felin – pupils have attended regularly / weekly prior to Covid.
- Other schools in Cluster
Treorchy Comprehensive School

- Professionals from non-school settings

Occupational Health

Physiotherapists

- Other agencies

LA representatives

School Nurse

Health Visitors

3.2 We have sustained this involvement by a range of means:-

- Focus groups
- Representative groups

3.3 We recognise that through the direct involvement of disabled people we have:-

- Better understood the barriers they face
- Explore what might be done to overcome them
- Learned how best we might promote disability equality

3.4 We recognise that as a school of 86 pupils we have not been able to secure a comprehensive understanding of all disabled people's needs. However we believe that we have substantially enriched our knowledge through parental engagement, professional engagement and professional research..

4. Arrangements for gathering information on the effect of school policies and practices.

4.1 We have examined the impact of our policies and practices on disabled people in terms of our:

1. Opportunities for disabled pupils
2. Disabled pupils' achievements
3. The involvement of disabled parents/carers.

4.2 We continue to look at the impact of our policies and practices on disabled users of our school premises at other times.

- The opportunities for disabled pupils.
- Pupil Voice.
- Senedd Council
- Consultation with parents and carers

1. The achievements of disabled pupils. We track pupil progress.
2. The involvement of disabled parents/carers. We always attempt to involve disabled parents/carers in a positive partnership.
3. The views of disabled users of the school premises at other time e.g. consultation, face to face meetings, TAC etc - parent/carer surveys.

5. Analysis of our information and the areas we are targeting for improvement

5.1 The information that we have gathered has been analysed and this has generated examples of our good practice as well as key areas for improvement.
Our areas of good practice include providing a loving, caring and accessible school.

5.1 The areas where we need to secure improvement include the:-

Increased parental engagement - inviting parent/carer helpers to take part in school activities and perhaps more involvement in Family Learning Projects.

Continue to request LA support to improve access - very poor due to steps at main entrance / rear entrances of both buildings

6. Action Plan

6.1 We recognise that we cannot do everything at once. We have agreed upon the following priority areas for improvement over the next three years:-

- **Improving access to the curriculum**
- **Physical improvements to the environment – (budget and LA priorities determine this)**
- **Broadening information sharing e.g. Having FB Page + email service to parents in addition to Text, Twitter and Letters**

6.2 We recognise that to be effective we need to make our action plan specific.

We have set out each of the key actions that we will be taking.

We have identified key individuals to deliver each of these actions.

We have tried to be as clear and as explicit as possible about the improvements we expect to arise from these actions.

We recognise that any positive changes resulting from these actions only make sense if they are recognised as improving things for disabled people. We have therefore set out our approach to involving disabled people in the evaluation of these outcomes.

Access Plan

Improving access to the curriculum

Timeframe	Targets	Strategies	Resources	Timescale	Outcome
Short term	To plan the steps needed to ensure our curriculum and extra-curricular activities are accessible to a wider range of pupils. In particular to pupils with ASD.	Design + implementation of our new Curriculum – universal provision + professional learning with regard to skills development	Professional Learning Twilights INSET	2020+	Embed a fully inclusive ethos – particularly with extra – curricular activities / trips / occasions.
	Training for staff on ASD + DDA	To review the ALN Policy and Inclusion Policy.		2022+	New revised policies
		Staff Meeting + GB Policy Committee held to raise awareness and review disability accessibility plan		2022+	Members of staff continue to develop and share expertise and confidence on making adjustments to provision

Timeframe	Targets	Strategies	Resources	Timescale	Outcome
Medium Term	To plan and implement improvements and adaptations to the curriculum and extra-curricular activities.	To ensure all new developments comply with DDA. To consider the number of LSA staff to support pupils – particularly for physically disabled pupils who will be fully integrated into mainstream classes as they move through the school.		Sept 2020+	School building to have some improved access for all pupils especially disabled pupils / visitors
	To improve pupils' self esteem and self-regulation and further develop partnership and improved practice /	Extend links with outside agencies- Resilient Families/ Eye to Eye/ Play therapy/ Ed Psych/Behaviour		Sep 20+ Responsive to context / need / budget 2020+	Improved ALP / ALN practice / provisions / knowledge improvements/changes to toilet facilities in lower building. Remodeling of the staffing structure as / when needed. Support for individual pupils / identified groups / staff too.

	provision with support agencies.	support/Ysgol Hen Felin			
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Timeframe	Targets	Strategies	Resources	Timescale	Outcome
Long Term	To review short and medium term targets in the light of new opportunities and legislation	To review the new curriculum arrangements and make changes where appropriate.		2020+	Incremental curriculum which builds on previous experiences.
		To increase staff awareness / understanding / support of ASD and associative behaviours		2021+	Improved understanding, practice for all staff styles used (e.g. differentiation).
		Introduce Makaton to support communication.		2022+	Awaiting training

Physical improvements to the environment

Timeframe	Targets	Strategies	Resources	Timescale	Outcome
Short term	To try and ensure all buildings and alterations are fully accessible to pupils with as wide a range of disabilities as possible.		LA funded	Autumn / Spring 2019 / 2020	Toilets in lower block of school was extended and renovated in 2019 and LA has not yet stated whether it is DDA compliant. Upper Building reception refurbished too – but steps to main entrance not adjusted.

Timeframe	Targets	Strategies	Resources	Timescale	Outcome
Medium Term	To inform the LEA in advance with as much notice as possible when pupils with disabilities transfer to/from the school	Contact appropriate personal in Access + Inclusion /LA giving appropriate details		Ongoing	LA capacity to prioritise physical adaptations to improve school is limited by budget.

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Timeframe	Targets	Strategies	Resources	Timescale	Outcome
Long Term	Improve physical access in line with LEA Accessibility Strategy	Audit current and future needs including information from Building Accessibility Appraisal	Headteacher's time	Ongoing	Physical adaptations carried out where appropriate and necessary but some works dependent on LA priorities within 21 st Century Team

Improving Provision of information

Timeframe	Targets	Strategies	Resources	Timescale	Outcome
On going	To consult with Disability information Service about the best way to make information available to users	To increase levels of awareness amongst staff responsible for information		From Sept 2020	Increased variety of information Available

	Appropriate Privacy Notice and DPR set up too	Work with Cluster and LA Information Team		From November 2019	Information rights ensured
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Check list for school staff and governors

- ✓ Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- ✓ Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?
- ✓ Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?

- ✓ Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- ✓ Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- X Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
- ✓ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- ✓ Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- ✓ Are procedures for the election of parent governors open to candidates and voters who are disabled?