



**"United we, Empower, Nurture and Challenge."
"Wrth uno mae'n ein arfogi i feithrin a herio."**

Blackwood Primary School Ysgol Gynradd Coed Duon

Accessibility Plan cynllun hygyrchedd



Mission Statement

“United we Empower, Nurture, Challenge”

Wrth uno mae’n ein argofi i feithrin a herio

Empower: Making everyone stronger and more confident, to realise their dreams, taking ownership of their futures

Nurture: To care for and protect everyone while they are growing

Challenge: To maximise everyone’s potential, across all capacities, to constantly improve

This policy aims to give all members of the school community clear guidance about the rationale, principles, strategies and expectations for accessibility at Blackwood Primary School.

Introduction

The Accessibility Plan is drawn up in compliance with current legislation and requirements, (2010 Equality Act).

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. This Accessibility Plan is structured to complement and support the school’s Equality Objectives, and is published on the school website.

Equality Act 2010 Statement: It is against the law for a school or other education provider to treat disabled pupils unfavourably.

This includes:

- Direct discrimination, for example refusing admission to a pupil because of disability
- Indirect discrimination, for example only providing application forms in one format that may not be accessible



- Discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- Harassment, for example a teacher shouts at a disabled pupil for not paying attention when the pupil's disability stops them from easily concentrating
- Victimisation, for example suspending a disabled pupil because they have complained about harassment

Reasonable Adjustments Schools have a duty to make 'reasonable adjustments' to make sure disabled pupils are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment). Schools are not subject to the reasonable adjustment duty to make alterations to physical features as this is a Local Authority responsibility. The buildings must be made accessible for disabled pupils as part of their overall planning duties.

Definition of a Disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Current Provision Building Access

- All entrance/exit doors and all internal doorways are of sufficient width to allow the passage of wheelchairs.
- Toilet facilities for the disabled are provided in the main corridor
- Ramps are provided for access into the building
- All staff and visitors are given identity badges, which must be worn at all times.
- Members of staff are given a fob for access to the main entrance and access throughout the school. Teaching staff are also given a key to their external classroom door.

Curricular and Extra Curricular Provision

The school endeavours to ensure that all pupils, including those with disabilities, have access to the full range of curricular and extra curricular activities. In addition to the building adaptation described above:

- The school employs when required, additional Learning Support Assistants for children with disabilities and if necessary in accordance with their Statement of ALN or IDP.



- School take the advice of external agencies in regards to specialist equipment when required to help disabled pupils to participate in lesson activities.
- Venues for educational visits are carefully chosen to ensure that, when required, there is access for disabled pupils, with Learning Support Assistants assigned to accompany them.
- Risk assessments are carried out for each disabled child on their entry to school. These will ensure that the child has full access to classroom activities and lessons

General Provision

The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities. In addition to those described above, children with disabilities are always included in activities such as school assembly when wheelchair space, specially adapted chairs, digital microphones or individual support is provided.

Teachers organise their classrooms to ensure that they are accessible to all. In this way pathways around classroom furniture enable wheelchair access, if required. Within the school there are a variety of height tables and chairs that can be used to enable children to work at the required height. The advice of the Occupational Health Service is sought when considering appropriate classroom furniture.

Staff Training & Development

The training & development needs of staff are identified and provided for as part of the school's Professional Learning and Development. In relation to those staff who work closely with pupils with disabilities, particularly Teaching Assistants, a range of training will be provided. In addition, the school works closely with and utilises the specialist services and expertise of external agencies, to help to ensure that disabled pupils are able to access the curriculum, e.g., Visual & Hearing Impairment and Speech & Language Therapy.

Equal Opportunities

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.

