



EQUALITY ACCESSABILITY POLICY

This policy was adopted by the Governing Body on:

Signed:

A handwritten signature in black ink that reads 'Joan Lowe'.

Mrs Joan Lowe, Chair of Governors

Date:

29th March 2023

The policy will be reviewed every 3 years.

Date of next review: Autumn Term 2026

Introduction

The Equality Act 2010 condenses nine pieces of legislation and 103 statutory instruments into one single Act

The Governing Body has key duties towards pupils under the Protected Characteristics of the Act

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

This plan sets out the proposals of the Governing Body of the school to increase access to education in these areas required by the planning duties in the Act.

- increasing the extent to which pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which pupils can take advantage of education and associated services;
- improving the delivery to pupils of information which is provided in writing

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

School Priorities for Action

1.

a. The purpose and direction of the school's plan: vision and values;

Ysgol Rhiwabon is committed to improving the quality of life for all students.

The school believe that persons of all ages should have the same freedom, choice, dignity and control as other citizens.

The school has a clear vision to afford pupils maximum access to the buildings, the curriculum and to all aspects of school life.

Ysgol Rhiwabon aim to support all students to meet their full potential by removing barriers to learning and participation, promoting equality of opportunity, eliminating discrimination and disability related harassment, promoting positive attitudes towards disabled people, encouraging participation in public life and taking steps to meet disabled people's requirements even if it necessitates more favourable treatment.

b. Information from pupil data and school audit

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- Review of pupils already in the school and moving through it to ensure that the latest definition of disability is applied
- Increase the advance information about pupils with a statement who may also be disabled and the nature of the school's intake in the future
- The level of staff awareness of what the Equality Act 2010 requires of them
- Detailed information showing how well pupils are accessing the curriculum, for example: lesson observations in different curriculum areas;
- School's policies, practices and procedures relating to: anti-bullying, school trips, the way risk assessments are carried out, learning and teaching, time-tabling, the administration of medicines
- Patterns of attendance and exclusion;

c. Views of those consulted during the development of the plan

The school has set the following priorities in respect of consultation on the plan:

- the views and aspirations of the parents of pupils;
- the views and aspirations of other people or voluntary organisations;
- the priorities of the local authority.

2.

a. Increasing the extent to which disabled pupils can participate in the school curriculum

The school has set the following overall priorities for increasing curriculum access:

Curriculum development work that is sustainable:

- ❑ focus on chosen areas of the curriculum over time;
- ❑ be planned over the life of the school's accessibility plan;
- ❑ be coordinated with the priorities in the school improvement plan;
- ❑ be led by those with curriculum expertise within the school;
- ❑ be carried out in conjunction with partner schools wherever possible, ideally through cluster or network arrangements facilitated by the local authority;
- ❑ draw on the expertise of external partners, for example: speech and language specialists, educational psychologists;
- ❑ use ICT.

Key elements in a successful Curriculum approach are

- ❑ a focus on medium term planning, at the level of schemes of work;
- ❑ a clear assessment of the current National Curriculum levels of the full range of pupils, particularly in relation to speaking and listening levels;
- ❑ high expectations by Ysgol Rhiwabon;
- ❑ appropriate deployment of learning support;
- ❑ pupil grouping and use of peer support.

Challenges for existing policies and wider issues for school review,

- ❑ use of ALN time;
- ❑ the responsibilities of curriculum leaders;
- ❑ the way that learning support assistants are deployed;
- ❑ time-tabling;
- ❑ access to specialist advice and support.

Pupil access to activities the beyond the school 'formal' curriculum recreation

- ❑ movement around the school;
- ❑ special events;
- ❑ extra-curricular activities;
- ❑ school trips ;
- ❑ sports days;
- ❑ visiting theatre groups or story-tellers.

b. Improving the physical environment of the school to increase the extent to which pupils can take advantage of education and associated services:

The school has set the following priorities for physical improvements to increase access

- ❑ improvements to lighting, signage, colour contrast, the acoustic environment and floor coverings;
- ❑ improvements to toilets, washing and changing facilities;
- ❑ changes to the layout of the playground and other common areas;
- ❑ the provision of ramps and lifts and improvements to doorways;
- ❑ the provision of particular furniture and equipment to improve access.

The physical environment of the school has a differential impact on access for different groups of pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.

c. Improving the delivery to all pupils of information that is provided in writing.

The school has set the following priorities for providing information for pupils:

- Improve the delivery of information through the review of information in Braille, in large print, in simplified language, on audio-tape, on video-tape, through sign language, using a symbol system.etc
- Consider information distributed through handouts, timetables, worksheets, notices and information about school events.
- Identifying the appropriate format for the actions above as information may be improved for particular groups of students by particular approaches
- Use of the school web site and related internet based applications.

3.

a. Management, coordination and implementation

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- ❑ SEN legislation (most disabled pupils will also have SEN and The effectiveness of the school's provision to meet SEN will have an impact on the progress of pupils);
- ❑ SEN policy updated ;
- ❑ School Development plan to include a review of the ALN plan;
- ❑ Health and safety policies ;
- ❑ Schools will also want to make sure that their plan is coordinated with other services and agencies.

b. Getting hold of the school's plan

The school has set the following priorities for making its plan available:

- Plan is available on the school website;
- The plan available in different formats in hard copy format;