



Rhondda Cynon Taf CBC

Education and Inclusion Services Directorate

STRATEGIC ACCESSIBILITY PLAN

Guidance and Model Policy for Schools

September 2022

This document is available in Welsh
Mae'r ddogfen yma ar gael yn y Gymraeg

CYFLAWNI TEGWCH A RHAGORIAETH
MEWN ADDYSG A GWELL LLES I BAWB

EQUITY AND EXCELLENCE IN EDUCATION
AND ENHANCED WELLBEING FOR ALL

RHONDDA CYNON TAF

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Section 1: Introduction

The Council and all of its schools are required to meet its commitment to equality and account for how the legal obligations outlined within the Equality Act (2010) are met. The Equality Act (2010) provides protection from discrimination, harassment and victimisation of individuals who have one of the protected characteristics as set out in the 2010 Act.

Under the Equality Act 2010, it is against the law to discriminate against someone because of: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. These are called **protected characteristics.**

Section 2: Requirements of the Equality Act (2010) and Public Sector Equality Duties

The Equality Act 2010 brought together and replaced previous anti-discrimination laws into a single Act and introduced a new general duty, **The Public Sector Equality Duty,** that requires all public authorities, including councils to have due regard how to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

To fulfil the three aims of the general duty outlined in the Act, schools have three sets of specific duties:

- To collect, analyse and publish information about their progress in achieving the three aims of the 2010 Act;
- To decide on certain specific and measurable objectives that they will pursue over the coming years to achieve the three aims and publish these objectives;

and when undertaking the first two sets of specific duties:

- To engage with people who have a legitimate interest – including all staff, all parents/carers and learners, and local groups, organisations and individuals as appropriate.

Schedule 10 of the Act places a statutory duty upon the responsible body for schools and educational settings to prepare an Accessibility Plan to ensure that school and school activities are accessible for learners with a disability.

At least every three years, the responsible body for a school must prepare, implement, review and update a **written accessibility plan** which identifies how specific improvement priorities and targets will improve accessibility to education against the three planning duties for existing and prospective disabled pupils.

Section 3: Integrating Accessibility into other Statutory and Non-Statutory Policies and Plans

Incorporation of accessibility planning into wider policy will ensure that the commitment to the plan is real.

The accessibility plan may be a separate component within the school's development plan. Over time, the plan should become an integral component of forward planning - a consistent thread which runs through all the school's plans and policies, including plans related to premises management, the curriculum, information technology, support services and staff training.

Section 4: Disability, Reasonable Adjustments and Discrimination

Disability

Under Section 6 of the Act, a person is disabled if they have:

a) a **physical or mental** impairment, and
b) the impairment has a **substantial and long-term** adverse effect on their ability to carry out normal day-to-day activities.

The definition of disability covers physical impairments, which includes mobility and sensory impairments. It also covers mental impairments which include learning difficulties and any impairment resulting from a mental illness. In the latter case, the mental illness need not be 'clinically well-recognised' but it must still have a **substantial and long-term** adverse effect on a person's ability to carry out normal day-to-day activities.

Cancer, human immunodeficiency virus (HIV) infection, multiple sclerosis and sever disfigurement are deemed to be a disability together with progressive

conditions, such as muscular dystrophy, which will have a substantial adverse effect on a person's ability to carry out normal day-to-day activities in the future. Having an impairment does not in itself mean that a person is disabled; for example, if the impairment has only a minor impact upon a person's ability to undertake normal day-to-day activities.

Additionally, the effect of an impairment is defined by the Act as **long-term** if it:

a) has lasted for at least 12 months, **or**
b) is likely to last for at least 12 months, **or**
c) is likely to last for the rest of the life of the person affected.

Reasonable Adjustments

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.

Discrimination

Discrimination can be direct or indirect. Direct discrimination of a disabled pupil is where that disabled pupil is treated less favourably than another because of his or her impairment or disability.

Disabled pupils may experience indirect discrimination where a particular policy, as applied, disadvantages them (or would, if it was applied, disadvantage them).

Discrimination arises when a disabled pupil is treated less favourably not because of the disability itself, but for a reason related to his/her disability and that treatment cannot be justified.

However, it is not discrimination to treat a disabled pupil more favourably than one who is not disabled.

Section 5: 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.

Section 6: Overview of the Accessibility Plan

Accessibility plans must be prepared by, and relate to, each individual school.

The requirement to prepare accessibility plans includes pre-school nurseries and pupil referral units maintained by the local authority.

The three planning duties

Accessibility strategies and accessibility plans must both identify:

- How schools and local authorities will increase the quality and extent to which disabled pupils can fully participate in the curriculum, including after and out-of-school activities? (Articles 23 and 29 of the UNCRC)
- What physical environmental improvements will schools and local authorities need to secure in order to maximise access to education, benefits facilities and services for disabled pupils? (Articles 6 and 28 of the UNCRC)
- How will schools and local authorities improve the delivery of accessible information to disabled pupils? (Articles 2, 4 and 13 of the UNCRC)
- How are children and young people involved in decision-making (Article 12 of the UNCRC).

Accessibility strategies and plans must be prepared, implemented, evaluated, revised and re-issued on a rolling three year basis and must consider all aspects of education and associated services provided by schools. These include not only the curriculum but also break, lunch times, school sports, extended-curriculum activities and all aspects of attending school, a pre-school nursery or a pupil referral unit.

Section 7: Preparing an Accessibility Plan

When drafting an accessibility plan, schools must consider both areas of general accessibility improvement as well as improvements needed to facilitate accessibility for specific current or future needs of pupils.

A model accessibility plan with suggested headings to be included is provided in Appendix A. The format is provided as a guide only and schools may use other formats if they so wish. Irrespective of the format adopted, all schools must ensure that they prepare, implement, evaluate, revise, re-issue and publish an accessibility plan on a rolling three year basis.

The plan must also demonstrate that the school collects relevant information and evidence on which to base its decisions. It is essential that the accessibility plan is relevant to the school's context.

The Rhondda Cynon Taf Accessibility Audit Toolkit has been developed to support schools in identifying barriers to accessibility to inform the review and development of their accessibility plans and can be found at Appendix B.

Section 8: Roles and Responsibilities

GOVERNING BODIES

School governing bodies **must:**

- Ensure that the school publishes its three year accessibility plan.
- Make 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.
- Publish information about the plan in the governors' annual report to parents.
- Work in partnership with school leaders to complete the Accessibility Audit Tool for school and pre-school settings to inform the Accessibility Plan.
- Undertake regular training in disability equality issues and inclusion.

SENIOR LEADERSHIP TEAMS

Senior Leaders in schools must ensure that they 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 9: Engagement

The views of learners and other key stakeholders (e.g., parents, carers, staff, school governors and the wider community) should assist in shaping the improvement priorities and targets identified in the Accessibility Plan.

Successful engagement requires information gathering and interaction with a range of disabled and non-disabled pupils, their parents/carers and other individuals, whilst also remaining sensitive to the needs of individuals with a disability. Meaningfully securing the voices of learners, and their families and carers, is critical to understanding the needs of our learners and families, particularly the most vulnerable.

It is important to consider how accessible consultation is for stakeholders with a disability. For example, modified materials and presentation methods may need to be used to ensure accessibility for those with disabilities or ALN.

Consideration should also be given to how a school will share this information with key stakeholders (e.g., through annual reports, school website, newsletters, etc.) and whether it is available in accessible formats for all.

Section 10: Staff Professional Learning

It is a statutory requirement to promote knowledge and understanding of the general duty amongst staff and to identify and address training needs in this area during the performance management process. This should be routinely undertaken on an annual basis and outcomes should contribute to professional learning plans in the school.

Section 11: Equality Impact Assessments

Equality impact assessments should be routinely undertaken to review of current and proposed plans and policies in order to ensure that no person is disadvantaged by school activities through discrimination. Impact assessments should be undertaken on an on-going process to ensure that the school's plans

and policies are developed in an increasingly inclusive and equitable way. Where impact assessments have been undertaken, they should influence changes to policy and the review of plans.

Section 12: Strategic Equality Plans

It is important to note that the requirement to prepare a Strategic Equality Plan is separate to the Accessibility Plan and as such two plans are required. Further information on Strategic Equality Plans can be found at [Policies | Rhondda Cynon Taf County Borough Council (rctcbc.gov.uk)]

Section 13: Evaluating the Effectiveness of the Accessibility Plan

Evaluation arrangements should be developed in connection with goals, targets and time frames set in the plan. In addition to meeting goals and targets, the success of an accessibility plan might be illustrated by:

- Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs;
- Evidence of the greater involvement of disabled pupils in the full life of the school (for example, participation in after school clubs, leisure, sporting and cultural activities and on school trips and school transport);
- Greater satisfaction of disabled pupils and their parents with the provision made for them and their participation in the life of the school;
- Audits carried out on the main curriculum areas;
- Progressive planned improvements to the physical environment of the school; and
- Information for pupils available in a range of formats.

An annual report evaluating the effectiveness of the Accessibility Plan should be shared with the governing body and they should be actively involved in shaping any new plans. The chair of governors should provide an overview of the success of the plan in improving accessibility in the Annual Report to Parents/Carers.

Section 14: Roles and Responsibilities

Schools should provide an annual report detailing the Accessibility Plan and its evaluation to the governing body. Information should also be detailed in the Governors' Annual Report to Parents/Carers.

The Accessibility Plan must be monitored by the governing body and all new plans submitted to the local authority on request.

Section 15: Conclusion

In summary, it is a statutory requirement for every school to have an Accessibility Plan which clearly sets out how they have met their legal responsibilities in developing the three-year plan. They should also include detail on how the accessibility improvement priorities and targets were identified, the approach taken in respect of engagement and self-evaluation, together with clear actions detailed in the plan on how the accessibility improvement priorities and targets will be met. Governing bodies must comply with the requirements of the Act and ensure that the Plan is closely reviewed, with annual updates on progress provided to the governing body and to parents/carers in the Annual Report.

Section 16: Further Guidance

Further details can be obtained from Inclusion Services (Ceri.L.Jones@rctcbc.gov.uk) or from the Equality and Diversity Team at equality@rctcbc.gov.uk.

For more comprehensive guidance on preparing an Accessibility Plan, please refer to the Welsh Government guidance 'Planning to increase access to schools for disabled pupils' planning-to-increase-access-to-schools-for-disabled-pupils.pdf (gov.wales).

Appendix A

CYFLAWNI TEGWCH A RHAGORIAETH
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EQUITY AND EXCELLENCE IN EDUCATION
AND ENHANCED WELLBEING FOR ALL

Rhondda Cynon Taf CBC

Education and Inclusion Services Directorate

ACCESSIBILITY PLAN
3 YEAR PERIOD COVERED BY THE PLAN: 2022-2025



Date of approval by the governing body: Autumn 2022
Date of annual review: Autumn 2023
Date of full review: Autumn 2026

Foreword

At CAEGARW 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.

Huw Griffiths
HEADTEACHER

Pauline Jarman
CHAIR OF GOVERNORS

Section 1: Introduction

Our school mission is aligned with the principles of the Equality Act (2010) and ensures 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:

a) a **physical or mental** impairment, and
b) 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: 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 6: 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 7: 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 8: 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 9: Strategic Leadership

The lead for the Accessibility Plan in Caegarw Primary School is Huw Griffiths.

Caegarw Primary School
ACCESSIBILITY PLAN FOR 2022-2025

Date of Issue: Autumn 2022
First review of the Accessibility Plan: Autumn 2023
Final Review of the Accessibility Plan: Autumn 2025

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**
All pupils access an inclusive and rich curriculum.	School to write their own inclusive and rich curriculum	SMT	Ongoing	Ongoing	Non-contact time for teaching staff.	Ongoing	To be evaluated.
Learning aids to be purchased/produced	ALNCo to ensure that all pupils receive appropriate support	HG	Ongoing	Ongoing	Needs basis.		To be evaluated.
Intervention training for support staff	ALNco to plan for provision	HG	Ongoing	Ongoing	Needs basis & ongoing.	AY to complete review of ALN and intervention support	Review in autumn term.
Termly learning support meetings to take place to assess	Heat map exercise to identify needs.	Teaching staff	Long	Termly	N/A	Heatmap produced and evaluated.	Reviewed Termly.

and address pupil needs.							

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**
Understand the needs of pupils and ensure information is available in relevant formats Large print Braille Pictorial or symbolic representations	PCP meetings completed by staff	ALNco to oversee.	Ongoing	Ongoing	TBC	Pupil Voice	To be evaluated.
Ensure signage is suitable for non-readers, is clear and well situated	HG to ensure signage is appropriate. LA support.	HG	Ongoing	Ongoing	TBC	Signage	Pupils are able to navigate the school regardless of any disability

The school makes itself aware of the services available through the LA for converting written information into alternative formats	Seek support from LA	HG	Ongoing	Summer 23	TBC	N/A	

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**
To inform LA in advance with as much notice as possible when pupils with disabilities	Accurate sharing of information asap	HG	Ongoing	Ongoing			

transfer to/from school.							
To improve physical access in line with LA accessibility strategy. Where possible to utilise other provisions with in the LA.	Seek support from LA	HG	Ongoing	Ongoing	TBC		