



# Accessibility Plan

Policy approved by	Date Approved	Policy Owner	Review
ECS JMT	11/12/2024	DCC Education	As is the case with all intranet documents, this policy is subject to regular review due to legislative and policy changes.

Version No.	Date Approved	Approved by	Amendment
V1.0	11/12/2024	DCC JMT	Policy reviewed in line with legislation and approved a the new DCC Education Template for schools.

## Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 4 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Ysgol Grist y Gair / Christ the Word Catholic School the plan will be monitored by the Headteacher/SLT and evaluated by the Standards Sub-Committee. The current plan will be appended to this document.

At Ysgol Grist y Gair / Chris the Word, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

## Aims:

An accessibility plan is a plan for, over a prescribed period:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum

(b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school

(c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives (Strategic Equality Plan), and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governor Standards Sub-Committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Estyn during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2) Ysgol Grist y Gair / Christ the Word is committed to providing an environment that enables full curriculum access

that values and includes all pupils, staff, parents and visitors regardless of their education, physical,

sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) The Ysgol Grist y Gair / Christ the Word Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and

anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Ysgol Grist y Gair / Christ the Word Accessibility Plan relates to the key aspects of curriculum, physical environment and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Additional Learning Needs Policy
- Managing Medicines Healthcare Needs Policy
- Educational Visits Policy
- Strategic Equality Plan

6) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

7) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

## **Current good practice**

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

## **Physical Environment**

There are a small number of areas of the school to which disabled pupils have limited or no access at the moment. These are: stage, reading room and Bee-keeping area.

Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

## **Curriculum**

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible.

We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

## Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

## Access Audit

### Summary:

Housed within a two-storey building, Christ the Word Catholic School is a 21<sup>st</sup> century through school providing education for learners aged from the age of three through to sixteen years of age ...

### The Building:

The school facility opened in 2019 and has capacity for 950 pupils alongside teaching staff, support staff and visitors.

The facility has an open plan design for modern day requirements and aids in enabling inclusivity ...

### Facilities include:

- Wider corridors & doorways for easier access and movement around the building
- Breakout areas within learning areas
- Two lifts to service both Lower and Upper school.
- A selection of toilets throughout the building to include 16 disabled toilet rooms with washbasins.
- Free flow activity areas sited outside the school for pupils to enjoy.
- Carparking with marked disabled access parking bays.
- Two drop curbs on the grounds of the carpark (installed 2025) to facilitate easier access from the carpark

### Compliance:

Individual needs of pupils, staff and visitors attending site can vary. Conditions can include:

- Physical Disabilities – Mobility issues either Long or Short term
- Medical Conditions – i.e. Epilepsy, Diabetes, allergies, haemophilia, heart murmurs, Asthma, Short bowel syndrome, hyper insulin etc.
- Language Barriers – Pupils with English as an additional language
- Dietary needs – Nut allergies, gluten free, lactose intolerance etc.
- Mental Health – Anxiety, stress ...
- Sensory needs – ASH, ADHD, Visual impairment etc.

Resources & equipment available within Christ the Word to aid with individual needs:

- Lower sinks, desks, cooker and gas tap in appropriate classrooms (DCT and Cookery)
- Theatre / Stage at floor level (Rooms W1 and W2)
- Hoist, sited within toilet opposite E3 (General Office) - alongside a medical bed and a shower
- Changing table with step off E23 – Breakout area / Nursery class for nappy changing
- Adjustable individual tables available for wheelchair users
- An evacuation chair sited within the Staff Workroom (Room W35), to be used in the event of a Fire Alarm when the lifts are taken out of operation
- A wheelchair is available in room W18 (Medical room off Canteen area)
- A number of lockers throughout the building are available for both pupils and staff to use.
- School minibus for local trips or trips further afield.

### **Curriculum:**

Christ the Word Catholic School is pupil centred – any Individual needs of a pupil should be discussed in collaboration with respective parent(s) and or guardian(s) to enable any support to be effective.

An environment where all pupils are offered the same or equivalent opportunities and are encouraged to perform to the best of their ability, and feel happy and safe in doing so is key.

### **Extra curriculum activity:**

All pupils are encouraged to partake in School Council, Pupil Voice, school trips, fundraising and other pupil centred activities.

There are also opportunities to attend afterschool clubs, Summer School (Food & Fun) and music and drama productions.

### **Support:**

There are many ways teaching and support staff can assist students...

- IDP's – Pupils who are identified as having an Independent Development Plan (IDP) will have access to a designated staff member during the school day. This may also include the meeting of a child from a school taxi at the beginning and the end of the day.
- Care Plans – Are collaborative documents bringing together different elements of a pupil's needs. Established care plans are to be reviewed at regular intervals and include parents / guardian and respective teacher input to support the pupil as they grow and move through the school year to year.

Both IDP's and care plans may detail medical intervention required whilst in school. Support during this time is provided by the school first aid team and pupil's immediate class teacher and / or support member of staff.

This may include the provision of medication at intervals or being on hand to administer controlled or prescribed medication.

The Medical Room (W18) has facility for the safe storage of medicines should they be required.

The first aid team and many teaching and support staff have access to a portable radio system and / or a telephone with internal dialling for medical emergencies – First Aid Telephone Extension 200.

Additional supportive provision within Christ the Word...

**Specific / additional provision:**

Where there are observations of heightened behaviours or anxiety, the following provisions are on hand for use, each are geared for calming....

- The Rainbow Room & Zen Den – for Lower Years (KS1) – Rooms E20 & E21
- The Woodland Room – for Lower Years (KS2) – Room E47
- First Aid Room/ Welfare Support Room – Room W18
- The Retreat – for Upper Years – Rooms W9 – W13
- Taith – for Upper Years – Room W22

**Linked in supportive provision:**

During an individual's thirteen-year timeline of education, it is inevitable the needs of pupils will change as they grow and progress through the school.

Christ the Word is supported by multiple agencies who can provide appropriate specialist support and advice (access may involve a waiting list) throughout this time.

Linking into the following services:

- Child & Adolescent Mental Health Team (CAMHs)
- BCULHB School Nurse Team
- BCULHB Immunisation Team
- BCULHB Epilepsy Nurse
- BCULHB Diabetes Nurse
- BCULHB Occupational Health Team
- BCULHB Speech & Language Therapy Team
- Denbighshire Outreach Team – for behavioural issues
- Denbighshire Early Years Team
- Denbighshire Additional Learning Needs (ALN) Team
- Team around the school
- Multi agency panel meetings with Health Board and County
- Seasons for Growth bereavement counselling
- English as an additional language (EAL)
- Big Translation to overcome any language barrier
- Wrap around care – Oaktree Centre / Little Acorns

Where there is a distinct medical need, individual adjustments can also be considered which may include:

- Issue of time out passes
- Toilet passes
- Choice of location where breaks can be taken

- Adaptions to uniform where there is a medical need

**Outcomes & measures:**

We are a family learning together, striving for an environment where pupils can thrive. There is flexibility in methods of communication– email, telephone, Teams meeting to name but a few.

Measurement of its successes are through connection, feedback and attendance records.

**Management, coordination and implementation and review**

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children’s needs.
- The policy is reviewed regularly and/or as children’s needs change.
- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

<b>Created on</b>	
<b>Last updated on</b>	
<b>Adopted by Full Governing Body on</b>	
<b>Scheduled review date</b>	
<b>Chair of Governor’s signature and date</b>	



**Accessibility**

**Action plan**

**[Example]**

## Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils (and prospective pupils) with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children into Nursery/Reception each year.	To identify pupils who may need adapted or additional provision.			Provision set in place ready for when the child/ren start school.

<p>To liaise with educational establishments to prepare for the intake of new children who transfer mid-year.</p>	<p>To identify pupils who may need adapted or additional provision.</p>			<p>Provision set in place ready for when the child/ren start school.</p>
<p>To review policies to ensure that they reflect inclusive practice and procedure.</p>	<p>To comply with the Equality Act 2010.</p>			<p>All policies clearly reflect inclusive practice and procedures.</p>
<p>To maintain close liaison with parents.</p>	<p>To ensure collaboration and information-sharing between school and families.</p>			<p>Clear collaborative working e.g. regular meetings, reviews and action planning.</p>
<p>To maintain close liaison with outside agencies for pupils with ALN.</p>	<p>To ensure collaboration between all key personnel.</p>			<p>Clear collaborative working e.g. regular meetings, reviews and action planning.</p>

<p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision.</p>	<p>Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation plans are clear and that staff are capable of carrying them out.</p>			<p>Evidence that appropriate considerations and reasonable adjustments have been made.</p>
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**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<p>Improve the physical school environment.            (see Premises Improvement Plan)</p>	<p>The school will take account the needs of the pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises i.e. improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.</p>			<p>Evidence that appropriate considerations have been made wherever physical school improvements are carried out.</p>

Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out.			As full as possible inclusion for all pupils. Safe evacuation in an emergency.
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**Aim 3: To improve the delivery of information to pupils, staff, parents/carers and other members of the school community**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents/carers and visitors.	Create and offer information in alternative formats.			Evidence that appropriate considerations and reasonable

	Access arrangements are considered and put into place for statutory testing.			adjustments have been made.
Ensure that reasonable adjustments are made for parents/carers with a disability, medical condition or other access needs so as they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.			Evidence that considerations and reasonable adjustments have been made, so that parents can fully support their children.

