BRACKLA PRIMARY SCHOOL

ACCESSIBILITY PLAN

Date Adopted: 16.12.22	Chairperson: Mrs J Czajkowski
Date of Renewal: December 2025	Headteacher: Mrs K John

Brackla Primary School Accessibility Plan

Purpose of Plan
The purpose of this plan is to show how our school intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability
A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims
To increase and eventually ensure for pupils/students with a disability that they have:
● total access to our setting's environment, curriculum and information and
● full participation in the school community.

Principles
● Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
● Our staff recognise their duty under the Equality Act:
  o Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  o Not to treat disabled pupils less favourably
  o To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  o To publish an accessibility plan

● In performing their duties governors have regard to the Equality Act 2010
● Our school:
  o recognises and values the young person's knowledge/parents' knowledge of their child's disability;
  o recognises the effect their disability has on his/her ability to carry out activities;
  o respects the parents' and child's right to confidentiality.
● Provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Financial Planning and control
The Headteacher, Senior Management Team (SMT) and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Consultation and Review

The Governing Body has sought to consult as appropriate with relevant stakeholders in the preparation of this plan. The accessibility plan must be reviewed at least every three years, but may be updated earlier if necessary.

Accessibility Audit Tool for Schools

Setting details			
School	Brackla Primary School	**Date Completed**	16.12.22
Headteacher signature	Kathryn John	**Chair of governor's signature**	Jo Czajkowski

Under paragraph 2(4) of schedule 10 of 'The Equality Act 2010' local authorities and responsible bodies have a duty to prepare, implement, review and update a written accessible strategy and the responsible body for a school must prepare, implement, review and update written accessibility plans.

This audit tool has been designed to support schools in creating their accessibility plan. Consider the accessibility statements and RAYG rate for your school. Actions can then be used to formulate the Accessibility plan for your school using the template at the end of this document.

Rating	Description
G	In place/available/effective
Y	On track improvements in progress
O	Improvements required
R	Not in place/Plan required

Is your educational setting compliant with the Equality Act 2010?

	Statement	Rating	Comments/action
1.1	There is an Accessibility Plan in place	O	Plan needs reviewing
1.2	The accessibility plan was co-produced with Children & young people (CYP) with Additional Learning needs (ALN), their families and other stakeholders	R	See above
1.3	Everyone in school is aware of the Equality Act 2010	R	
1.4	There is evidence that our school does not treat CYP less favourably and takes reasonable steps to avoid putting disabled CYP at a disadvantage in comparison to their peers	G	
1.5	There is evidence that our school community endeavours to see the CYP with ALN first and their disability second (e.g. disability awareness training, pupil plans which build on a child/young person's strengths as well as addressing their difficulties)	Y	

	Statement	Rating	Comments/action
1.6	All staff understand the needs of the pupils/students and support them accordingly		
1.7	We have inclusive, whole school policies, processes and practices		
1.8	CYP with ALN are proactively included in all enrichment activities		
1.9	We celebrate the strengths of CYP with ALN and focus on building on what they can do rather than what they find difficult		
1.10	CYP are involved in the recruitment of teaching assistants and other school staff		

Is your setting inclusive?

	Statement	Rating	Comments/action
2.1	Accessible signage is used, throughout the school's environment, at all activities and events		
2.2	CYP with ALN/disabilities are included in forums e.g. school councils?		
2.3	Personalised and creative support is arranged so that CYP can access all activities including trips /visits and afterschool and break time activities		
2.4	We ensure that financial difficulties do not prevent pupils/students with ALN/disabilities being included in activities and events		
2.5	CYP with ALN/Disabilities and their families are given explicit information about trips and activities well in advance so that preparations can be made by their families		
2.6	We ensure that transition from setting to setting is carefully planned and personalised for CYP with ALN		
2.7	School finds creative and flexible solutions to ensure that CYP with ALN/Disabilities can move easily between classrooms		
2.8	Targeted, small group and/or individual activities are used to improve self-esteem, confidence and social skills		
2.9	School works closely with families to improve attendance		

	Statement	Rating	Comments/action
2.10	School takes proactive measures to overcome bullying by implementing anti-bullying policies and approaches	🟩	

Is the curriculum accessible?

	Statement	Rating	Comments/action
3.1	Staff have high aspirations and expectations of pupils/students with ALN/disabilities	🟨	
3.2	Staff have regular and updated training re: additional needs and how the needs can be met	🟨	SDP priority 1 includes universal and targeted provision.
3.3	Pupils with disabilities are encouraged to take part in music, drama and physical activities	🟩	
3.4	Class teachers/PE staff know how to include pupils/students with disabilities in PE	🟨	
3.5	CYP and their families are fully involved in the review of individual plans regarding curriculum access	🟩	
3.6	A graduated approach when meeting the needs of pupils/students with ALN	🟩	
3.7	The 'assess, plan, do review' cycle is used to inform the graduated approach	🟩	
3.8	The attainment gap between CYP with ALN and those without ALN is being reduced over time	N/A	
3.9	The progress made by CYP is as good as that made by CYP with ALN/disabilities nationally	N/A	
3.10	Homework is accessible to all e.g. by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)?	🟩	
3.11	Cover staff, including supply teachers are clear about the additional needs of CYP and how to meet these needs	🟨	
3.12	Staff given time to plan for CYP who need a highly differentiated/individualised curriculum	🟨	
3.13	CYP with ALN/disabilities have access to appropriate information technology	🟨	
3.14	All additional adults, including teaching assistants, build positive	🟩	

	Statement	Rating	Comments/action
	relationships, support flexibly and facilitate independent learning	🟩	
3.15	Auxiliary aids are used to ensure that CYP with disabilities are included in the curriculum	🟨	

Is your setting physically accessible?

	Statement	Rating	Comments/action
4.1	Buildings are adapted to ensure that the majority of areas are physically accessible for people with disabilities	🟩	
4.2	Where adaptations are not possible we have found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms	N/A	
4.3	Pathways around the school and parking arrangements are safe, easily accessible and well signed	🟩	
4.4	Emergency and evacuation systems are accessible to all e.g. do alarms have both visual and auditory components	🟨	
4.5	Accessible toilets and changing facilities are located appropriately and not used for other purposes	🟩	
4.6	Calm low sensory areas are available in the school	🟧	
4.7	Rooms (excluding classrooms) are optimally organised for CYP with a physical disability	🟨	
4.8	Classroom interiors are adapted to ensure access to all areas for CYP with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access	🟨	
4.9	Furniture and equipment is selected, adjusted and located appropriately	🟨	
4.10	If needed, and possible, classroom partitions are installed in open plan areas to ensure access for CYP with sensory difficulties	N/A	
4.11	Where intercom messages are used are they always relayed to pupils/students with hearing impairments	🟧	

	Statement	Rating	Comments/action
4.12	All signs and symbols are in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties	🟥	
4.13	Highly visible markings are used to ensure the safety of CYP with a visual impairment	🟥	
4.14	CYP are consulted with regarding the accessibility of classrooms, toilets and changing facilities etc	🟥	

How accessible is information, advice and guidance?

	Statement	Rating	Comments/action
5.1	The Accessibility Plan is online and in hard copy (for those families who do not have internet access)	🟥	
5.2	We work with parent/carers and young people to ensure that the website is presented in a family friendly way	🟧	
5.3	We hold review meetings etc. at times when parents are able to attend	🟨	Surveys have indicated that families are happy to engage in parent/carer meetings by phone or face to face to accommodate all families. Alternative appointments can be arranged.
5.4	We have developed communication channels and review processes that enable two-way information sharing with families	🟨	
5.5	Information available in a variety of languages	🟧	The school website has a translate facility.
5.6	Information is available in a variety of formats including - 'easy read' - large print - symbols - audio	🟥	
5.7	Staff use technology to support the inclusion of disabled pupils (When required)	🟨	
5.8	CYP know exactly who they can contact for information, advice and support	🟨	
5.9	We work with parent/carers and young people to ensure that the website is presented in a family friendly way	🟧	

Further guidance

https://gov.wales/sites/default/files/publications/2018-04/planning-to-increase-access-to-schools-for-disabled-pupils.pdf

http://www.legislation.gov.uk/ukpga/2010/15/schedule/10?view=plain

Link to website to check colour contrast accessibility

Link to Microsoft guidance on accessibility checking documents

Introduction

Approach to developing the plan

Compliance with the Equality Plan 2010

Short term priorities
1.2 The accessibility plan was co-produced with Children and Young People (CYP) with Additional Learning Needs (ALN), their families and other stakeholders – *include greater stakeholder in next review of plan*

Medium term priorities
1.3 Everyone in school is aware of the Equality Act 2010 – *staff training to raise awareness.*

Longer term priorities
1.10 CYP are involved in the recruitment of teaching assistants and other school staff – *Explore how CYP could be involved in the recruitment process of support staff.*

Accessibility to the curriculum

Short term priorities
3.1 Staff have high aspirations and expectations of pupils/students with ALN/disabilities – *link to our differentiation and challenge for all SDP priority 1.*

3.11 Cover staff, including supply teachers are clear about the additional needs of CYP and how to meet these needs – *ALNCO to provide class profiles for each class.*

Access to the physical environment

Medium term priorities
4.4 Emergency and evacuation systems are accessible to all e.g. do alarms have both visual and auditory components – *Link with Brecongate to establish whether an auditory/visual component could be added for those pupils and staff working outside of the building.*

Long term priorities
4.12 All signs and symbols are in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties – *Put in place when children with difficulties on roll.*

4.13 Highly visible markings are used to ensure the safety of CYP with a visual impairment – *Put in place when children with difficulties on roll.*

Communication and access to school information
Short term priorities

Target/Action	By whom	Resources	Timescale	Performance measure/Impact
Compliance with the Equality Plan 2010				
Short term priorities 1.2 The accessibility plan was co-produced with Children and Young People (CYP) with Additional Learning Needs (ALN), their families and other stakeholders – ***include greater stakeholder in next review of plan***	AB	Staff meeting time Pupil time	Summer term 2023	Accessibility plan is produced with input from stakeholders.
Medium term priorities 1.3 Everyone in school is aware of the Equality Act 2010 – ***staff training to raise awareness.***	AB/KJ	Staff meeting time	Summer term 2023	Staff have a greater understanding of the Equality Act.
Longer term priorities 1.10 CYP are involved in the recruitment of teaching assistants and other school staff – ***Explore how CYP could be involved in the recruitment process of support staff.***	KJ/Governors	Pupil time Recruitment time	As required during recruitment process	Where appropriate CYP are used effectively during the recruitment process.
Accessibility to the curriculum **Short term priorities** 3.1 Staff have high aspirations and expectations of	All staff	Curriculum time	Ongoing	Pupils with a variety needs have resources to assist them to access the curriculum.

Target/Action	By whom	Resources	Timescale	Performance measure/Impact
pupils/students with ALN/disabilities – ***link to our differentiation and challenge for all SDP priority 1.*** 3.11 Cover staff, including supply teachers are clear about the additional needs of CYP and how to meet these needs – ***ALNCO to provide class profiles for each class.***	SMT, ALNCO	SMT time	Ongoing	Learning experiences are differentiated to meet individual needs. An overview is in place and understood by all supply and cover staff.
Access to the physical environment **Medium term priorities** 4.4 Emergency and evacuation systems are accessible to all e.g. do alarms have both visual and auditory components – ***Link with Brecongate to establish whether an auditory/visual component could be added for those pupils and staff working outside of the building.***	KJ	Alarm costs	Summer Term 2023	Alarm systems are visible from outside to prevent re-entering of building (if possible).
Long term priorities 4.12 All signs and symbols are in Braille for pupils with visual impairments and in picture form	KJ, ALNCO	Signs and symbols in Braille	If VI pupils join the school	Systems in place support visually impaired pupils (currently no VI pupils on roll).

Target/Action	By whom	Resources	Timescale	Performance measure/Impact
for those with communication and learning difficulties – *Put in place when children with difficulties on roll.* 4.13 Highly visible markings are used to ensure the safety of CYP with a visual impairment – *Put in place when children with difficulties on roll.*	KJ, ALNCO	Premises Manager and ALNCO time, tape	If VI pupils join the school	Systems in place support visually impaired pupils (currently no VI pupils on roll).
Communication and access to school information **Short term priorities** 5.1 The Accessibility Plan is online and in hard copy (for those families who do not have internet access) – *once approved by the GB this plan can be put on to the website.* **Medium term priorities** 5.6 Information is available in a variety of formats including: 'easy read,' large print, symbols and audio – *Consider current methods of communication and explore additional methods in a variety of formats.*	KJ SMT	KJ time Admin and ALNCO time	March 2023 March 2023 ongoing	The accessibility plan is available on the school website or from the school office and accessible to all. Information is shared in an increasing range of formats where appropriate.