

Litchard Primary School Ysgol Gynradd Litchard

Litchard Primary School



Only my best is good enough for me

Accessibility Plan 2024-2027

Author: Christopher Jones (Headteacher)

Draft : September 2024

Approved in GB meeting:

Signed: _____

Chair of GB at Litchard Primary

Introduction

Litchard Primary are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of any protected characteristic. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Legislative Background

The Equality Act 2010 protects people from discrimination, victimisation and harassment on the basis of the following characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (protection against direct discrimination only)
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation.

This plan is a requirement of the Welsh Public Sector Equality Duty and sets out how we will meet the duty and regulations and continue to improve our equality performance via our Equality Objectives.

Developing Equality Objectives and Engagement

We continually seek to improve equality and eliminate discrimination within the school community by reviewing our performance, for example:

- Analysis of data, such as progress and wellbeing.
- Gathering information about representation of different groups.
- Gathering views of stakeholders.
- Undertaking equality impact assessments.

Bridgend County Borough Council have undertaken extensive consultation with stakeholders across the authority in order to formulate their equality objectives. In aligning our school objectives to their own, we may undertake additional specific consultation in order to ensure that our own objectives are relevant to the specific circumstances in our school.

As well as the specific actions set out beneath this plan, the school seeks to promote and ensure equality of access for all pupils and prepare them for life in a diverse society through a range of measures including;

- using materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promoting attitudes and values that will challenge discriminatory behaviour or prejudice;
- providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seeking to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Publication, Monitoring and Review

Our Strategic Equality Plan (SEP) will be reviewed and renewed in line with the timeline and equality objectives set out by our local authority. We will publish our SEP on our school website and make it available from the school office. The plan will be available in a range of formats on request.

As part of our responsibility to monitor the SEP, we will:

- regularly review and analyse available information and data used to identify priorities for our equality objectives.
- use impact assessments to seek to ensure that actions taken have had a positive impact across the relevant protected characteristics
- seek to ensure that promotion of equality is embedded within school planning and that any discrimination is challenged and eliminated.

The Strategic Equality Plan must be reviewed at least every four years, but may be updated earlier if necessary.

Signed:

Chair of governors

Date approved by the full Governing Body:

Date of review:

THE ACCESSIBILITY PLAN

Access to the Physical Environment

Short/Med/Long	Target	Strategies	Timescale	What will success look like?
Short Term	Maintain safety for Visually Impaired Pupils	<ul style="list-style-type: none"> ✓ Re Paint Yellow lines on the edge of every raised step across the school and entry point ✓ Ensure staff are aware of the need to keep fire exits clear ✓ Put in place Personal Emergency Evacuation Plans for any disabled pupils, where and when necessary. Seek advice from LA if necessary. Put in place management procedure for ensuring safety of Disabled adults and visitors 	<ul style="list-style-type: none"> ✓ By Jan 25 ✓ Immediately ✓ Immediately ✓ As and when by contacting Alison Hurry and Health and Safety 	<ul style="list-style-type: none"> ✓ Every step across the school will have a yellow edge ✓ All Fire exits will be clear

Medium Term	Enable Disabled visitors to park on school site if needed	<ul style="list-style-type: none"> ✓ Instalment of extra disabled bays if needed 	By December 2025	Further disabled bays to be installed and there are clear parking bays for more than one person.
Long Term	<p>Improve accessibility to the swimming pool</p> <p>Improve access for wheel chair users</p>	<ul style="list-style-type: none"> ✓ Use of specialist hoist ✓ make it wheelchair user friendly 	<p>Contact local authority to undertake an inspection of the school site to see what could be done to support a governor/visitor/parent/pupil who is in a wheel chair.</p> <p>By September 2025</p>	<ul style="list-style-type: none"> o Wheelchair users can access the swimming pool.

Access to the Curriculum				
Short/Med/Long	Target	Strategies	Timescale	What will success look like?

<p>Short Term</p>	<p>Ensure staff have access to specific training on disability issues</p> <p>Ensure all staff are aware of and disabled pupils curriculum access where applicable</p> <p>Ensure all off site visits are suitable for all pupils</p>	<ul style="list-style-type: none"> ✓ As and when required ✓ Specific Training organised TT, ASD, but also for specific pupils as and when required ✓ Set up system for information to be shared with appropriate staff (including lunchtime supervisors) where applicable ✓ Display information relating to individual pupils' needs in staff room (allergies or specific health needs) ✓ Ensure venues and means of transport are vetted for suitability 	<ul style="list-style-type: none"> ✓ As and when ✓ Immediately ✓ Ongoing as part of Trip planning and RA 	<ul style="list-style-type: none"> ✓ Training completed and staff upskilled to support learners. ✓ All staff are aware of individual needs and posters displayed in staff room and in class handbook. ✓ All pupils are able to access all aspects of the school trip
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Medium Term	<ul style="list-style-type: none"> ✓ Ensure all ICT software and resources are adapted for use with pupils with VI 	<ul style="list-style-type: none"> ✓ Audit ALN ICT and other resources ✓ Book training to on ALN resources 	Audit by Jan 2026 Resources and training by 2026	All pupils will have access to ICT resources suitable for their age
Long Term	Improve access for wheel chair users	<ul style="list-style-type: none"> ✓ Classrooms across school are not suitable for children who require a wheel chair without a small ramp 	Contact local authority to undertake an inspection of the school site to see what could be done to support a governor/visitor/parent/pupil who is in a wheel chair By September 2026	<ul style="list-style-type: none"> o All learners will be able to access every classroom or hall area

Access to Information

Short/Med/Long	Target	Strategies	Timescale	What will success look like?
Short Term	Review information to parents/carers to ensure its accessible	<ul style="list-style-type: none"> ✓ Consult parents/Carers about access needs when child is admitted to school. ✓ Ensure all letters home are written in Plain English ✓ Liaise with LA if translation service is needed ✓ Produce newsletters in other formats if needed 	✓ Ongoing	<ul style="list-style-type: none"> ✓ Parents/Carers have full access to information they require ✓ Parents/Carers who have EAL will be able to access translated documents
Short Term	Inclusive discussions of access of information in all PCP and IDP meetings	<ul style="list-style-type: none"> ✓ Consult with P/C about access to information and preferred formats in all reviews ✓ Develop a toolkit to meet needs of different families 	✓ As and when necessary	✓ All P/C will have access to all the relevant information in the format they wish for the annual reviews.
Medium Term	✓ School corridor and classroom displays are accessible to all	✓ Review displays for the use of laminated paper for reflections or lightening and move or replace if necessary	To be built into Display policy	All displays are fully accessible to all learners.

Long Term				
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