



PENYBONT PRIMARY SCHOOL

ACCESSABILITY POLICY

Reviewed On	Next Review Date	Headteacher	Chair of Governors
02/10/2025	02/010/2026		

This policy has been arrived at taking into account of National requirements, reports and advisory documents and following discussion with staff and Governors as appropriate.

LEGAL REQUIREMENTS

Improving the accessibility of schools is not just about removing barriers, it is about increasing access in the widest sense to ensure that teaching and learning is fully accessible to all pupils. The planning duty on LAs and schools embraces three strands as set out in Section 28D of the Special Educational Needs & Disability Act 2001 - namely:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the physical environment of schools.

OBJECTIVES OF THE SCHOOL

Improving the accessibility of schools is not just about removing barriers, it is about increasing access in the widest sense to ensure that teaching and learning is fully accessible to all pupils. The planning duty on LAs and schools embraces three strands as set out in Section 28D of the Special Educational Needs and Disability Act 2004 – namely:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum.
2. Improving the physical environment of the school.
3. Improving the communication for pupils with disabilities of information which is provided in writing to pupils who do not have disabilities.

DEFINITION OF DISABILITY

The Disability Act 1995 defines a 'disabled person' as a "person who has 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."

Physical or mental impairment includes sensory impairment – such as those affecting sight and hearing – and learning difficulties. The definition also covers certain medical conditions when they have a long-term effect on a person's everyday life. Mental health is also covered under this definition.

It is important to note that because a pupils has a disability, it does not necessarily mean he/she has special educational needs.

ACCESS TO THE CURRICULUM

This school focuses on three main areas:

1. Improving access to the curriculum
2. Improving access to information
3. Improving access to the physical environment

In each area it outlines actions that the school will undertake and the expectations of the school.

1 Improving Access to the Curriculum

The term curriculum includes the teaching and learning of pupils as well as after school clubs, cultural activities and school visits.

This school will seek to:

- Provide in-service training opportunities for school staff and others on improving their awareness and skills in meeting the needs of pupils with exceptional needs.
- Seek advice, guidance and support from the LEA through the Access and Inclusion Service for improving access to the curriculum for pupils with exceptional needs.
- Use the information in the school packs which have been developed by the LEA in a range of SEN areas of low incidence. This detailed information will support the school in the organisation of provision for pupils with specific types of exceptional needs. The packs are supplemented with regular in service training opportunities.
- With the support and guidance of the LA the school will develop an Index for Inclusion. This will be on-going as support and training is to be provided.
- Where appropriate, I.T guidance and support will be given to enable pupils to access the curriculum. Advice and guidance will be sought from the IT officer from the Access and Inclusion Service.
- Appropriate access to multi-agency services for pupils with various types of exceptional needs will be sought as appropriate.
- We will ensure that pupils with exceptional needs gain access to appropriate educational provision and services at the earliest opportunity.
- There will be equality of opportunity.

- As part of the schools' annual review/self assessment, we will consider how well our SDP promote improved access to the curriculum for pupils with improved access to the curriculum for pupils with exceptional needs.
- We will take into account and plan for future needs by involving receiving schools in identifying these needs for both the immediate and longer term measures in order to improve curriculum access. This will involve the training of teaching and support staff.

2. Improving Access to Information

As a school we will:

- Improve access to information for pupils with exceptional needs by enabling referral to specialist staff within the Bridgend Access and Inclusion Service.
- Provide access to information in a variety of formats through the advice and guidance of the visually impaired advisory teacher. Formats include braille text, large font, audio tapes.
- Provide access to the curriculum through signed language support as currently provided by the hearing impaired services.
- Liaise with statutory and voluntary agencies, which may be able to assist in the provision of information in alternative formats.
- Consider how well to deliver the materials in appropriate formats for pupils with various types of exceptional needs.
- Incorporate any required improvements in information access for pupils with exceptional needs within their school accessibility plans.

3. Improving Access to Physical Environment

Overtime the accessibility of the physical environment will be considered including the provision of physical aids.

The school will:

- Conduct an Access Audit on a regular basis as part of a phased programme to improve the general physical access for pupils with exceptional needs.
- Make reasonable adaptations to the physical environment and provide suitable specialist equipment to facilitate the inclusion of individual or groups of pupils with various types of exceptional needs to appropriate educational opportunities and experiences.

Monitoring Arrangements

In line with the aims and objectives of the LA, this school will:

- Use an Access Audit to plan our priorities for making the school accessible to all pupils.
- Provide appropriate INSET for all relevant staff
- Work closely with the Special Schools in planning to meet the needs of the children in the long term.
- Monitor the effectiveness of staff employed to support pupils with ALN through close work with the Educational psychologist, specialist teachers and Access and inclusion service.