



Pontyclun Primary School

Accessibility Action Plan 2023 - 2026

Aim: To increase the extent to which pupils with disabilities can participate in the school curriculum.	Targets	Strategies	Responsibilities and Timescale	Success Criteria
Our key objective is to reduce and eliminate barriers to the curriculum, and to ensure full participation in the school's community for current and prospective pupils who have a disability.				
Our Current Good Practice • Close liaison and collaboration with families. • Close liaison and collaboration with external agencies. • Experienced, trained support staff including learning support assistants, Emotional Literacy Support Assistants, Elkan, Thrive, Boxall trained staff.	1. Ensure that information regarding advice and support relating to disability and Additional Learning Needs is made available to staff, parents and children.	Display information on website, regularly updated Follow up process of feedback guidance to staff and further monitoring.	Sept 2023- On - going	All stakeholders supported and confident in being able to access information.

• ICT equipment made available to children for extended writing pieces who have specific recording difficulty. • Sloping boards for children who need support • Coloured overlays for pupils with dyslexia/visual difficulties if suitable • Additional Learning Needs Booklet for parents which explains the processes involved. • Teachers' Files which include checklists for making a diagnosis of a pupil's problem.	3. To consistently review attainment and progress of all pupils with disabilities and /or additional learning needs.	Robust monitoring of systems and processes put in place. Progress review meetings. Termly liaison with parents. Learning walks. Reviewing IDP's. Listening to learners. Ongoing amendments made to provision map.	On-going. Termly. Class teachers. ALNCo. Senor leadership team.	Children make progress towards or achieve their IDP targets. Provision mapping structure shows clear steps and progress made by pupils.
	4. To comply with the Equality Act 2010.	To review all statutory policies so that they reflect inclusive practice and procedures.	Policy Committee to meet and review	All policies clearly reflect inclusive practice and procedures.

	5. To evaluate and review the extent to which pupils with disabilities can participate in the school curriculum and report the findings to the school governors.	Termly governor visits.	Termly. ALNCo. ALN governor. Senior Leadership Team.	Governors fully informed about additional learning needs provision and progress. Access plan updated annually. Pupils with disabilities fully participate in the school curriculum.
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Aim: To improve the physical environment of Pontyclun Primary School to increase the extent to which pupils with disabilities can take advantage of education and associated services.	Targets	Strategies	Responsibilities and Timescale	Success Criteria
Current Good Practice - Wheelchair access is at entrance to the school. - The school takes account of the needs of the pupils, staff and visitors with physical difficulties and sensory needs, when they join/visit the school including additional accessible facilities and fittings as required. - Access plans for individual disabled children are created as part of the support process. - Evacuation plans take account of the needs of pupils, staff and visitors with medical conditions, physical difficulties and sensory needs. - Medical risk assessments are created in conjunction with parents and external agencies to ensure appropriate adjustments are made for children with on-going medical conditions.	1. To designate areas of the yard as quiet areas that enable all pupils to sit away from ball games	Consult with school council to come up with ideas for re-marking the yards	On - going. School staff from council groups. Site Manager.	Pupils feel they have an area of the yard where they can relax and play

• A proactive approach is adopted such as arranging with the school office, a time to visit and park in the designated area. • A proactive approach is adopted in offering a verbal opportunity to explain letters for parents who have learning difficulties • The admission process ensures that all relevant information about disabilities of children and parents/carers is collected. • Hand rails installed in the disabled toilet.				
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Aim: To improve the delivery of the information to pupils and parents who have disabilities.	Targets	Strategies	Responsibilities and Timescale	Success Criteria
Current Good Practice - Awareness of font size and page layouts supports the pupils with additional learning needs. - Audit of school library ensures the availability of large font and easy read texts. - Written material available in alternate formats when specifically required. - Annual reviews. - Medical forms updated annually for all children. - An interpreter made available, when necessary, at parents' evenings /annual reviews / other meetings.	- Ensure that information on website is available for all parents.	Ensure that parents with visual impairment/ difficulties in reading, are contacted when new information is shared by the school	On - going Additional Learning Needs Team.	Parents feel they are informed and kept up to date.



This Accessibility Policy/ Plan was ratified by:

The Policy Committee 4/3/24

Full Governors 6/3/24

Signed H Roberts Head Teacher Date 6/3/24

Signed KW Chair of Governors Date 6/3/24

