



# Roath Park Primary School



## Accessibility Plan 2023-2026

### Definition of Disability

The Disability Discrimination Act 1995 (DDA) defines a disabled person as: “*someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities*”.

The definition covers students with physical (including sensory), intellectual or mental impairments.

The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, dyspraxia, diabetes or epilepsy, students who are incontinent, or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. The definition also covers certain medical conditions when they have a long-term and substantial effect on students’ everyday lives.

### Access to the Physical Environment – Short Term Priorities

	Priorities	Strategies	On Track?	Start	End	Responsibility	Success Criteria
<b>Short term</b>	Ensure all access ramps, stairs, pathways and points are clear at all times.	Check site before school each morning. Remedial works to be carried out through school year e.g. checking step covers or markings are stable and clear.	Yes	Ongoing	Ongoing	DHT / HT Site Manager	All access points are clear, signage is clear, step covers are stable and line markings are clear.
	School staff and specialist teachers / teams are aware of the access needs of children, staff and school community (families).	Staff discuss access needs when appropriate e.g. during team meetings, parent meetings and Health Plan / IDP reviews, Team Around the Family meetings and Pupil Forums.	Yes	Ongoing	Ongoing	All staff ALNCo Other SLT Site Manager ALN teams Specialist Teachers SOP	Individual plans in place for all relevant pupils and all staff aware of pupils’ access needs.  List of all relevant stakeholders and access needs held centrally.

# Short term

<p>School staff are fully aware of access issues.</p>	<p>Put requests into SOP for accessibility changes to school as needed.</p> <p>Create access plans for individual children as part of IDP process, when and where necessary and review often.</p> <p>Create a list of parents/visitors with disabilities and access needs.</p>	<p>Yes</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>ALNCO DHT / HT All staff Site Manager H&amp;S Officer</p>	<p>All stakeholders able to fully access all school activities and reasonable adjustments made as needed.</p>
<p>Ensure that all physically disabled pupils can be safely evacuated.</p>	<p>Put in place Personal Emergency Evacuation Plans for identified pupils, where and when necessary.</p> <p>Develop a system to ensure all staff are aware of their responsibilities so that they can be met.</p>	<p>Yes</p>	<p>Sept 2023</p>	<p>Ongoing</p>	<p>ALNCo DHT / HT Other SLT All staff Site Manager H&amp;S Officer</p>	<p>Personal emergency Evacuation Plans in place for identified pupils.</p> <p>All children and staff working with them are safe and confident in the event of a fire.</p>

### Access to the Physical Environment – Medium Term Priorities

	Priorities	Strategies	On Track?	Start	End	Responsibility	Success Criteria
<b>Medium term</b>	General site maintenance and upkeep to continue to maximise accessibility. In particular, for those with visual impairments.	<p>Re-paint all white and fluorescent edges on external steps.</p> <p>Re-locate classrooms and make 'reasonable adjustments' to classrooms layout where necessary.</p>	Yes	Ongoing	Ongoing  Review Annually	DHT/HT Site Manager H&S Officer	<p>External access improved for visually impaired people – pupils, staff and visitors.</p> <p>All pupils can access classroom environments and areas as needed.</p>

### Access to the Physical Environment – Long Term Priorities

	Priorities	Strategies	On Track?	Start	End	Responsibility	Success Criteria
<b>Long term</b>	Engage and respond proactively to ensure planned building work includes accessible routes into and around school.	<p>Architect / building plans and drawings include a lift and ramp access to ground floor building.</p> <p>Work in collaboration with SOP to ensure that all facilities and areas of the school are accessible to pupils, staff and visitors.</p>	Yes	TBC in future  Unknown date	Unknown	HT H&S Officer SOP Architects Contractors	New areas of the school meet the complex physical needs of our learning community.

## Access to the Curriculum – Short / Medium / Long Term Priorities

	Priorities	Strategies	On Track?	Start	End	Responsibility	Success Criteria
<b>Short term</b>	Ensure all staff have access to specific training on a range of disabilities.	Identify a range of needs which inform professional learning planning.  Assign training to identified needs e.g. speech, motor skills	Yes	Sept 2023	Ongoing	ALNCo Intervention Coordinator DHT / HT Other SLT All staff	Raised confidence of staff in understanding disability issues.  Inclusive and proactive approach adopted by all staff.
	Further develop a 'Dyslexia Friendly' school.	Staff training to share dyslexia friendly approaches, resources and strategies.  Complete school audit for dyslexia friendly classrooms.	Yes	March 2023	Ongoing	ALNCo Teachers All staff DHT/HT Other SLT	Clear understanding of our strengths and ways forward as a dyslexia friendly school.  Increased confidence in using dyslexia friendly strategies.
<b>Medium term</b>	Review learning offer and arrange opportunities to include disability equality and equity.	Where appropriate, engage with Disability Sport Wales and various other providers to explore learning from a disabled person's POV.	Yes	Ongoing	Ongoing	SLT Curriculum Leader PS Leaders Teachers	Build upon current offer and explore links to themes and topics gradually.  SLT and Senedd Parc y Rhath to assess equality and equity in learning offer across the school.
<b>Long term</b>	All staff to undertake disability equality training.	Coordinate with LA and other providers to explore disability equality duty / equalities training.  Ensure new staff access similar professional learning.	Yes	Ongoing	Ongoing	ALNCo SLT Teachers	All staff consider a disability equality perspective when planning learning, trips and experiences.

**Access to Information – Short / Medium Term Priorities**

	Priorities	Strategies	On Track?	Start	End	Responsibility	Success Criteria
<b>Short term</b>	Review information sent to parents and ensure it is accessible.	<p>Ensure all correspondence is written in plain-English.</p> <p>Publish information on website, Schoop and social media platforms where translation, enlarging and downloading can happen.</p> <p>Welcome letters and urgent correspondence translated into various languages eg Urdu, Arabic, Bengali.</p>	Yes	Ongoing	Ongoing	Office Team ALNCo DHT / HT Other SLT Family Liaison Officer All other staff	All parents receive information in a format that is accessible e.g. downloadable large print or translated.
	Inclusive discussion of access to information in annual reviews.	<p>Consult with parents / carers and child about their access to information.</p> <p>Discuss how they prefer information to be presented e.g. digitally, in large print.</p>	Yes	Ongoing	Ongoing	ALNCo I&A Team SLT Teachers All staff	Staff more aware of preferred methods of communication and access to information.
	Visual timetables to be used appropriately throughout the school.	Devise age and stage-appropriate and accessible visual timetables.	Yes	Ongoing	Ongoing	ALNCo I&A Team Teachers	Pupils fully aware of expectations and plan for what is happening session to session.
<b>Medium term</b>	Continue to develop website, newsletters, parent alerts through Schoop and Seesaw and social media posts so they are accessible to all.	<p>Seek views in relation to making information accessible for all.</p> <p>Develop prospectus and website to explicitly welcome disabled pupils and those with ALN.</p>	Yes	Ongoing	Ongoing	ALNCo Other SLT HT	Parents / carers feel confident about the information they can access about the school.