



Pontypridd High School

Accessibility Plan 2022 - 2024

*'Learning and achieving together'
'Dysgu a chyflawni gyda'n gilydd'*

Accessibility Plan

Date of policy:	December, 2022
Adopted:	Adopted : 19 th October 2021, Premises Committee Meeting Reviewed : 14 th December 2022 by the Full Governing Body
To be reviewed:	Summer 2024
Member of staff responsible:	Headteacher
Committee Responsible:	Premises

This school policy is presented with consideration for the RCT advice and guidance on Strategic Equality Planning and the model policy provided for RCT schools.

The review period gives consideration for the closure of Pontypridd High School on August 31st, 2024 before the opening of a new 3-16 school on our site from September 1st, 2024

Signed :  Headteacher

Signed :  Chairperson of the Governing Body

Date : December 7th, 2022

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Foreward

At PHS we fully recognise our duties and responsibilities to eliminate discrimination and promote equality for all learners, employees, members of the school community and service users regardless of protected characteristics.

We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation of individuals with protected characteristics as set out in the 2010 Act.

Our Accessibility Plan has been informed by the views of our learners, parents/carers, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and complements and supports the Equality Objectives set out in the school's Strategic Equality plan.

The Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a specified timeframe and anticipating the need to make reasonable adjustments to reduce and eliminate identified barriers to accessibility.

The school and governing body, will collect, analyse and publish information about our progress in achieving our improvement priorities as outlined in the Plan. These will be shared and published so that there is transparency and accountability. We will also aim to engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals with disabilities in our school and to members of our school community.

Section 1 : Introduction

Our school mission of 'Learning and Achieving Together' and striving for excellence in all that we do is aligned with the principles of the Equality Act (2010) and ensures that diversity is celebrated in our community school.

Our school aims to treat pupils and the whole school community fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind. Our school promotes equality of opportunity for persons with a disability and, by promoting a positive ethos, aim to eliminate discrimination related to disability.

Schools are required under the Equality Act 2010 to have an Accessibility Plan.

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan. The Plan is subject to a rigorous monitoring and evaluation framework.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Section 2 : Key objective of the PHS Accessibility plan

The purpose of the Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, prospective pupils, staff, volunteers and visitors with a disability.

The Accessibility Plan has been developed around three planning duties to identify improvement priorities relating to how our school will:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve communication with disabled pupils along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them or their parents.

Section 3 : Legislation and guidance

The Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010 which places a statutory duty upon schools to prepare an Accessibility Plan at least every three years.

The Equality Act defines an individual as disabled if they have:

- a) a **physical or mental** impairment, and
- b) the impairment has a **substantial and long-term** adverse effect on their ability to carry out normal day-to-day activities.

Under the Act, 'substantial' is defined as an adverse effect that is greater than having a minor impact and 'long-term' is defined as a year/12 months or more.

Schools have a duty to provide reasonable adjustments which will enable pupils with disabilities to participate fully in their education at school and enjoy the other benefits, facilities and services/activities that school provides alongside nondisabled peers.

Section 4 : Roles and responsibilities

4.1 : Governing bodies

To ensure compliance with the Act, the governing body:

- ensures that the school publishes its three year accessibility plan;
- makes appropriate arrangements to monitor the plan's progress and effectiveness on at least an annual basis and issue a new plan on a rolling three-year basis;
- publishes information about the plan in the governors' annual report to parents;
- works in partnership with school leaders to complete the Accessibility Audit Tool for school and pre-school settings to inform the Accessibility Plan;
- undertakes regular training in disability equality issues and inclusion.

In order to meet its reporting responsibility, the governing body reports on the progress of the Accessibility Plan annually, as part of its Annual Report to Parents/Carers.

4.2 : Senior Leadership team

Senior Leaders in our school promote accessibility and eliminate discrimination by undertaking a cycle of development, implementation and review of their accessibility plan as follows:

- Auditing/Reviewing the outcomes of previous plans and completing an Accessibility Audit Tool to identify barriers to accessibility.
 - Consulting with a range of stakeholders.
 - Ensuring that the plan clearly identifies the school's short, medium and long-term desired outcomes and improvement priorities with clear implementation arrangements and timescales.
 - Set specific and measurable targets/goals with clear timescales for evaluation.
 - Implementing the accessibility plan and allocating adequate resources to support its implementation.
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- Ensuring that a framework is in place, with an annual review of the plan in consultation with stakeholders to evaluate its success.
- Ensuring that all staff are aware of the Accessibility Plan, receive regular training in disability equality issues and inclusion and promote equality of access and opportunity for disabled learners.

Section 5 : Engagement

The PHS Accessibility Plan has been developed through consultation with students, parents/carers, staff, governors and other relevant stakeholder that contribute to the whole school community.

An extensive range of different engagement activities have been undertaken to inform strategic plans. These include:

- An analysis of the survey responses or focus groups feedback on equality issues from a range of stakeholders including learners, parents/carers, staff, governors and the wider community. Some consideration was given to the analysing information according to protected characteristics to inform strategic planning;
- Learner voice activities and school council feedback;
- An analysis of school complaints;
- Feedback provided from parental consultation events and workshops;
- Feedback from annual review processes; and
- Outcomes from community cohesion events and activities.

When consulting, important consideration has been given to the most effective and reliable means of gathering information. Interpretation facilities have been put in place for those for whom English is an additional language or are newly arrived in this country. Modified materials and accessible formats have also been used to ensure accessibility for those with disabilities or ALN.

Section 6 : Information from student data and school audit

To inform the preparation of our Accessibility Plan, we have undertaken a review of the progress made in relation to the improvement priorities and actions identified in our previous accessibility plan. In addition, we have used the RCT Accessibility Audit Tool to identify remaining barriers to accessibility and to inform specific and measurable actions we can take to address them. Appendix 1.

The school's self-evaluation and school improvement planning processes have also informed the Plan and include analysis of student data where relevant.

Section 7 : Staff professional learning

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Specific training needs in this area are identified and addressed during the performance management process. This is routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in our school.

Section 8 : Publishing and monitoring outcomes

Our school provides a report detailing the Accessibility Plan and its evaluation of it to the governing body on an annual basis. Information is also detailed in the Governors' Annual Report to Parents/Carers. The Plan and its evaluation is shared with parents/carers.

The Accessibility Plan is monitored by the governing body. The local authority may request a copy of the Plan at any time.

Please see Appendix 2 for the improvement priorities and associated actions that our school has identified in our Accessibility Plan.

Section 9 : Links with other policies / plans

The Accessibility plan is linked to the following documents and policies:

- Strategic Equality Plan
- ALN Policy
- Supporting pupils with Healthcare needs Policy
- Curriculum Policy
- Health and Safety Policy
- Anti-bullying Policy.

Section 10 : Strategic Leadership

The lead for the PHS Accessibility Plan is the Headteacher.

Section 11 : Where are we now ?

11.1 : Where are we now ?

Pontypridd High School has a number of advantages which allow it to address many of the requirements of the Equality Act 2010. These include:

Physical Environment

- Our school is located and built on a generally flat and level site
- Easy access toilets exist in both the Upper and STEM teaching blocks and in changing rooms. Single access toilets are located in both blocks and the main reception.
- Wheelchair access/egress is catered for in all areas of the school site. Lifts provide access to 1st floor facilities in the STEM and Upper block. Work is being undertaken to provide ramps from all access and exit points in relation to school reorganisation refurbishment work.
- Most accessible, safe route from the main school gates to our main entrance and reception is clearly signed.
- All teaching and support rooms are accessible by wheelchair and no curriculum area is without specialist rooming that can be accessed by wheelchair users
- Push button access provides secure access into the main reception
- All home to school transport provides full access to all users
- A good standard of lighting exists in all areas of our school buildings
- Carpet floors exist in nearly all classroom areas to reduce noise
- Classroom furniture is at the most appropriate height and gives consideration for the purpose of specialist rooms
- All canteen facilities are fully accessible
- All recreation areas are accessible to wheelchair users.

Curriculum

- All areas of our curriculum are accessible to disabled students and all partake in all activities (including TA support if necessary)
- All school visit sites are evaluated for possible visit by disabled pupils whenever necessary
- Where possible, students who do not possess a Statement of Special Educational Needs still receive teaching assistant support where beneficial
- Differentiated work is provided for those with learning difficulties where appropriate
- Members of staff are experienced in dealing with a range of disabilities
- Members of staff are experienced in dealing with autistic, epileptic and diabetic (some staff only) children, and with children with severe allergies
- A number of students are successfully integrated into our on-site SEBD provision
- Specialist ALN staff and TAs have access to quiet areas for low distraction work
- Medicines are administered as appropriate.

Written Information

- There is a long history of good communication with parents and carers, with outside agencies and with the community as a whole.
 - When curriculum policies are reviewed access issues are considered
 - There are close links with outside agencies that can provide support and expertise e.g. health services, occupational therapists, family support service, social services, educational psychologists, CAMHS.
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Appendix 1 : PHS Accessibility audit

The Pontypridd High School



Accessibility Plan Audit – December, 2022

Staff Responsible : Leadership Team, ALNCo, Site Manager



Answers are rated according to the following;









1= yes – completely






2 = almost - working towards meeting the guidance

3 = partially

4 = not yet considered

Section 1: Disability Awareness/Training		1	2	3	4	Comments for school to use
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?					Register is given and updated advice provided as and when required.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?					






Section 2: How does your school deliver the curriculum?		1	2	3	4	Comments for school to use
3	Do all staff seek to remove barriers to learning and participation?					
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?					STRIVE and new criteria for support staff will be introduced in the Spring, 2023
5	Are all children and young people encouraged to take part in music, drama and physical activities?					School Shows, wheelchair rugby, PE/Games, Sports Day, Eisteddfod
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?					
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?					School has full access and all new facilities through reorganisation recognize all needs
8	Are all staff encouraged to recognize and allow for the additional time required by some pupils with disabilities to use equipment in practical work?					Access arrangements allow all students every opportunity to succeed
9	Do you provide access to appropriate technology for those with disabilities?					Notebooks, laptops, specialized subject equipment.
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?					





Section 3: How does your school deliver materials in other formats for <u>anyone</u> who needs it?		1	2	3	4	Comments for school use
11	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?					We continue to adapt ways of working and support to each individual
12	Do you have the facilities such as ICT to produce written information in different formats?					
13	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?					We continue to work with all parents and carers to improve lines of communication where it needs to be more appropriate
14	Is furniture and equipment selected, adjusted and located appropriately?					This has been a core aim of the new STEM teaching and learning block
15	Do you ensure that all school are familiar with technology and practices developed to assist people with disabilities?					Staff are trained and supported to use technology available. Work must continue to ensure new technology and practices evolve to meet all needs



Section 4: Is your school designed to be accessible and meet the needs of all pupils?






16	Number of teaching spaces in block	Lower School = 27 Upper School = 47	16	Number of those teaching spaces which are	Lower School = All Upper School = All
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				accessible:	
17	Number of social spaces in block	Lower School = 1 Upper School = 4	17	Number of those social spaces which are accessible:	Lower School = All Upper School = All


4a General		1	2	3	4	Comments for school use
18	Are pathways and routes logical and well signed?					
19	Do you have emergency evacuation procedures to alert ALL pupils?					
20	Is appropriate furniture and equipment provided to meet the needs of individual pupils?					
21	Do furniture layouts allow easy movement for pupils with disabilities?					
22	Are quiet rooms/calming rooms available to children who need this facility?					

4b Getting to the Building		Yes	No	N/A	Comments for school use
23	Are car park spaces reserved for disabled people near the main entrance?				
24	Are there any barriers to easy movement around the site and to the main entrance?				No
25	Are steps needed for access to the main entrance?				No
26	Do all those steps have a contrasting colour edge?				This is work to be undertaken where appropriate

27	If there are steps, is a ramp provided to access the main entrance?				N/A
28	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				
29	Is it possible for a wheelchair user to get through the principal door unaided?				
30	If no, is an alternative wheelchair accessible entrance provided?				

4c Internal Facilities		Yes	No	N/A	Comments for school use
31	If there is a lobby at the principal entrance, is it possible for a wheelchair to negotiate the doors?				
32	Do all internal doors allow a wheelchair to get through unaided?				Access can be provided to all areas but within corridors the fire doors often require assistance
33	Do all the corridors have a clear unobstructed width of 1.2m?				
34	Does the block have a wheelchair accessible toilet?				
35	Does the block have accessible changing rooms/shower facilities?				

4d Vertical Movement		Lower School	Upper School	Sports Hall	Comments for school use
36	How many storeys in the block?	Two storey	Two storey	Single storey	
		Yes	No	N/A	
37	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?				
38	Is there a continuous handrail on each internal stair flight and landing?				
39	Does the block have a lift that can be used by wheelchair users?				
40	Do you have any other sort of mechanical means provided to move between floors? If yes, please state				
41	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				

4e Sensory Impairment		1	2	3	4	Comments for school use
42	Are non-visual guides used to assist people to use the building?					N/A
43	Could any of the décor be confusing or disorientating for pupils with disabilities?					N/A
44	Is a hearing induction loop available (either fixed or portable) in the school?					'Roger' hearing devices available which is wireless technology that transmits speech directly to hearing

						aids and staff wear microphones that transmits similarly.
45	Does the block have a 'Soundfield' sound reinforcement system?					Not required because of the above
46	If there is a 'Soundfield' system, in what area?	This is an area for discussion / action				
47	Do emergency alarm systems cater for those with hearing impairment? (eg flashing light)	Yes through additional 'flashing lights' that trigger with the alarm. Children who are partially deaf also have a TA support				

Appendix 2

Pontypridd High School ACCESSIBILITY PLAN FOR 2022-2024

Date of Issue: Autumn, 2022
First review of the Accessibility Plan: Autumn, 2023
Final Review of the Accessibility Plan: Summer, 2024

Improvement Priority 1: Improving access to the curriculum							
Outcome	Action to ensure outcome	Person responsible	Long, medium or short-term	Completion date	Costings & resources	Monitoring & evidence	Impact statement/ evaluation
Full access to STEM facilities	All plans and contractor work according to plans on best practice	HC, CE, LVB, KS, JA	ST	December, 2022	SR funding	Site meetings	Phase 1 completion
Full access to Expressive Arts facilities	All plans and contractor work according to plans on best practice	HC, CE, CH	MT	March, 2023	SR funding	Site meetings	Phase 2 completion

Ensure that all students are able to access out of school activities e.g. clubs, trips, residential visits, etc.	All providers of out of school education comply with legislation to ensure that the needs of all students are met	RE, CC	MT	Through 2022/23	As appropriate to visit	LT meetings	Educational visits are a key part of educational experiences and all students are able to engage with such visits
Ensure ICT is appropriate for students with disabilities	Review accessibility of ICT using specialist expertise if required Prioritise new software to purchase	OC, CF, RE, ME	MT	Through 2022/23	EIG ALN	Leader of Learning Network Manager	All areas are supported and student progress and outcomes at least in line with expectations
Full curricular access for visually impaired students	Information and training to be provided in different formats e.g. large print, audio, Braille etc.	CF, NF, RE	MT	Through 2022/23	PDG / CLA ALN	CF, RE	All areas are supported and student progress and outcomes at least in line with expectations
Review curriculum materials to ensure that they meet the needs of all students with	All staff to be aware of the possible need to prepare material in alternative forms	All staff	MT	Through 2022/23	PDG / CLA ALN	CF, RE L of L	All areas are supported and student progress and outcomes at least in line with expectations

protected characteristics							
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Improvement Priority 2: Improving access to the school site

Outcome	Action to ensure outcome	Person responsible	Long, medium or short-term	Completion date	Costings & resources	Monitoring & evidence	Impact statement/ evaluation
Phases 2 and 3 of school reorganisation cover all requirements	Work with RCT Officers and contractors	HC, CE, MT, RCT	MT LT	Through 2022/23	SR funding	All site meetings	Phases 2 and 3 complete and in line with all regulations and expectations

Improvement Priority 3: Improving access to information

Outcome	Action to ensure outcome	Person responsible	Long, medium or short-term	Completion date	Costings & resources	Monitoring & evidence	Impact statement/ evaluation
Students with sensory impairment have full access	To ensure all ALN needs are understood	CF, HC, RE	MT	Through 2022/23	PDG / CLA	ALN meetings LT meetings	All areas are supported and student progress and outcomes at

							least in line with expectations
All parents and carers have access understand and engage with all information presented	To ensure attendance at meetings is maximised and communication is clear	HC, CF	MT	Through 2022/23	PDG / CLA	LT Meetings	All written information is provided in alternative formats as necessary Staff to hold discussions by phone; written information to be provided for parents; a signer to be available for progress evenings