

Llangatwg Community School



Accessibility Policy and Plan

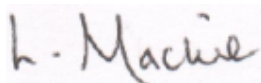
March 2026 – March 2029

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Review Date: Autumn Term Annually

Signed: 

David Williams, Chair Governing Body



Signed:

Lauren Mackie, Headteacher:

Introduction

This accessibility plan sets out the approach that the Governing Body of Llangatwg School is taking to increase access to education for disabled children and young people, so that they can benefit from educational provision to the same extent to that of children without disabilities (Welsh Government Guidance 2018).

Our school is committed to being inclusive for all pupils, staff, and parents/carers. We work actively to remove any barriers that might hinder or exclude individuals or groups from fully participating in learning. This means that every child, including those with disabilities, should have equal opportunities to succeed.

Our Accessibility Plan outlines the necessary changes to our buildings and other aspects of the school to meet legal requirements and eliminate barriers to inclusion for all pupils and staff with disabilities.

We ensure that all staff are fully aware of and understand their specific responsibilities under the Accessibility Plan, as it is essential that every individual in our school community is equipped to contribute to fostering an inclusive environment. Regular training sessions and clear communication channels help to keep staff up to date with the goals and requirements outlined in the plan, ensuring it is actively implemented across all areas of the school.

Our goal is for the Accessibility Plan to be embraced by every adult within the school, not just as a document, but as a shared commitment to inclusion. This means that all staff members understand the importance of creating an accessible, welcoming environment and are motivated to take an active role in removing barriers for disabled pupils and ensuring equal opportunities for all.

Legislative Framework

The Equality Act (2010) has introduced a single Public Sector Equality Duty (PSED) that applies to public bodies, including maintained schools and funded non-maintained settings. This extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership and gender reassignment.

In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

In fulfilling these duties, LA's and schools have a duty to prepare Accessibility Strategies and Plans respectively as specified in Schedule 10 of the Equality Act for children and young people with disabilities.

Schedule 10 states:

An accessibility strategy is a strategy for, over a prescribed period

- a) Increasing the extent to which disabled pupils can participate in the schools' curriculums;
- b) Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
- c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Definition of Disability

The term 'pupil' means a child or young person of any age for who education is, or is required to be, provided.

In accordance with section 6 of the Equality Act (2010), a person (P) is disabled if:

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

The definition of disability covers physical impairments, which include mobility and sensory impairments. It also covers mental impairments which include learning difficulties and any impairment resulting from mental illness. In the latter case, the mental illness need not be 'clinically well-recognised' but it must still have a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities. Cancer, human immunodeficiency virus (HIV) infection and multiple sclerosis are deemed to be disabilities, as is severe disfigurement (Equality Act, Schedule 1, paragraphs 3 and 6).

Disability also covers those with a progressive condition, such as muscular dystrophy, which leads to a person having an impairment which will in the future have a substantial adverse effect on the person's ability to carry out normal day to day activities (Equality Act, Schedule 1, paragraph 8).

The effect of the impairment must be substantial, and it must have an adverse effect which is greater than having a minor impact. This is because having an impairment does not in itself mean that a person is disabled by it.

Reasonable Adjustments

Schools have a duty to provide reasonable adjustments for disabled pupils. This duty requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school and enjoy the other benefits, facilities and services which the school provides.

School Context

Llangatwg School currently has 776 pupils on roll. The school also has a pupil support centre (Enfys), offers a range of interventions with 2.5FTE higher level teaching assistants, and also has a full-time family engagement officer and full time Cynnydd worker.

The school buildings are of varying age, and this does make access to some of the areas within the school a challenge. Llangatwg School is currently at the start of a new build, which will substantially change the context of all nearly all of the aims of this plan.

Review of Previous Plan

The previous plan outlined several key workstreams that positively impacted disabled pupils' ability to access school. These are illustrated under three main areas: curriculum, environment, and information.

Access to school's curriculum;

There has been substantial staff training in terms of disability awareness and equality, and this is filtering down into all areas of the curriculum. Llangatwg School has also appointed a

family engagement officer in order to support learners with their access to the school curriculum, and supporting parents/carer in their understanding of the school curriculum. The number of interventions that are accessible to learners has also increased, in order to remove barriers to the curriculum such as literacy, numeracy and emotional regulation. The school has introduced three bespoke classes to support learners with literacy difficulties, named Dosbarth Tyfu, which allows learners to develop their literacy skills in order to allow better access to the whole school curriculum. Zones of regulation has started to become embedded into the whole school curriculum, to allow a common language for learners to be able to express how they are feeling, and to have access to additional support that they might require.

Access to Physical Environment;

Due to the nature of the Llangatwg School site, and the age of the buildings, physical adaptations to the school are particularly challenging in terms of changing access. There have been a number of areas of the school that have been re-modelled in terms of providing flat walking surfaces, and additional handrail facilities have been provided to support with mobility. Aspects of the school layout that might be deemed as more hazardous, such as raised drains, drops, steps, etc, where all of these areas have been painted in bright paint, in order to support those with visual impairments. The main areas of the school, e.g. many classrooms and the main hall, has been fitted with a sound field system to support those with a hearing impairment. The pupil support centre is fitted with a number of areas for regulation. Parents' evenings take into consideration the accessibility needs of parents/carers.

Access to Information;

Signage within the school is appropriate, however there is further work that is needed around this. All communication with parents and carers is done using ClassCharts, which allows full access to tools that improve accessibility, including text to speech software, adjusting font, adjusting contrast, etc. Paper copies of correspondence are available on request. This is also the case for learners within the school. The school operates a duel system for reporting learner absence in order to better support the requirements of parents/carers, with both online and over the phone reporting being available. The school's email system allows parents/carers who would have difficulty with the use of the telephone to contact the school and request additional support.

Approach to developing the plan

For the development of this plan we consulted a range of stakeholders to ensure that we captured the issues that mattered most. The stakeholders included:

- Learners
- Parents/Carers
- Staff
- Governors
- Professionals who deliver sessions in the school

Summary of consultation

The consultation showed that most parent/carers are happy with the support that is offered to them and to their child. It was felt, however, that the access to this support does take time, and that this process could be quicker. On the whole, learners within the school felt supported. All learners that were consulted felt that they are able to access the curriculum, the school site and the information that was provided to them. The main difficulty that arose was around the emotional regulation of learners, and support that surrounded this.

Plan

Increasing the extent to which disabled pupils can participate in the school's curriculum

Priority	Impact	Cost	Timescale
<i>To further implement the zones of regulation curriculum across the school</i>	High	Low	Short
Monitor and analyse pupil progress and attainment by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Medium	Low	Short
Ensure that the curriculum promotes role models that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	High	Low	Short
Promote Restorative Practice across all stakeholders to empower positive resolutions, independence and resilience.	Medium	Low	Medium
Where appropriate ensure displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity	High	Medium	Medium

Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools.

Priority	Impact	Cost	Timescale
All learners with a medical condition, regardless of severity, should have a healthcare plan in order to outline their needs, and what additional support is required.	High	Low	Medium
The further development of the school's regulation stations, to ensure that there are easily accessible to those who require it.	High	Medium	Long
To further improve the school site in order to ensure that areas of the school are accessible to all	High	High	Long

Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Priority	Impact	Cost	Timescale
Introduction of an electronic system by which both parents/carers and learners are able to outline difficulties, and be signposted to the correct support.	High	Low	Short
To further introduce the use of dual-coding for instructions within the classroom environment	High	Low	Long

Monitoring, review and evaluation arrangements

Progress will be monitored annually by designated governors and staff. The plan will be renewed on a 3-year cycle.