

Llwydcoed Primary School

School Accessibility Policy

November 2025



Growing, Striving,
Achieving and Believing

Introduction

At Llwydcoed Primary School we aim to provide the necessary provision and opportunities to enable everyone to do their very best, to experience success and celebrate individual and whole school achievement. Our school seeks to be a supportive and caring place, where we all work to make the most of our talents.

We place great value on:

- * doing our best
- * everyone being treated fairly
- * everyone being co-operative, so that we work and learn together
- * everyone being considerate to one another as we work and relax
- * everyone being supportive to one another so that we feel safe and cared for

We seek to:

- * enhance the quality of teaching and learning
- * have high expectations
- * create opportunities for every individual
- * encourage honesty and responsibility in all relationships
- * encourage social awareness and sensitivity
- * prepare pupils for life.

At Llwydcoed Primary we acknowledge and seek to address the development of the whole child, not just the capacity to achieve in one area of life. Our aims and values suffuse the whole of a child's education as we strive to improve and develop the personal, social and academic skills of all pupils.

Above all, we believe that Llwydcoed Primary is a happy, friendly school, where people are happy to spend time, work co-operatively and attain their individual and collective potential irrespective of creed, colour or physical ability.

This plan is drawn up in accordance with the Disability Discrimination Act 2005 and as of 1 October 2010, the Equality Act which replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.

It also draws on the guidance set out in Planning to Increase Access to Schools for Disabled Pupils: Circular 15/04 - WAG

Definition of Disability (Equality Act 2010)

In the Act, a person has a disability if:

- they have a physical or mental impairment

- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

The Inclusion Context

The Welsh Government has published statutory guidance for schools on Inclusive Education. The guidance contains practical advice for schools to help them evaluate the nature and quality of their current provision.

The guidance suggests the following principles for an inclusive education service:

- Inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include pupils
- With the right training, strategies and support nearly all pupils with special educational needs can be successfully included in mainstream education
- An inclusive education service offers excellence and choice and incorporates the views of parents, carers and pupils
- The interests of all pupils must be safeguarded
- Schools, local education authorities and others should actively seek to remove barriers to learning and participation
- All pupils should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- Mainstream education will not always be right for every pupil all of the time. Equally just because mainstream education may not be right at a particular stage; it does not prevent the pupil from being included successfully at a later stage.

Key Objective

- To reduce and eliminate barriers in accessing the curriculum
- to obtain full participation in the school community for pupils, and prospective pupils, with any disability.

Principles

- Compliance with the DDA and Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's ALN/SEN policy
- The school recognises its duty under the DDA and Equality Act by:
 1. not discriminating against disabled pupils in their admissions and exclusions, and provision of education and associated services
 2. not treating disabled pupils less favourably
 3. taking reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 4. publishing an Accessibility Plan.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum by:
 1. setting suitable learning challenges
 2. responding to pupils' diverse learning needs
 3. overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective above

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and of appropriate health professionals from the local NHS Trusts, etc. (See checklist provided in Annex B Planning to Increase Access to Schools for Disabled Pupils: Circular 15/04 - WAG)

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings, etc.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. These are available from the school's ALNCO or from the front office (See checklist provided in Annex B Planning to Increase Access to Schools for Disabled Pupils: Circular 15/04 - WAG)

Action Plan

The action Plan will be formulated following an Access Audit for the school

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

1. Strategic Equality and Accessibility Action Plan
2. School development plan
3. Self-Evaluation
4. CPD
5. Disability Equality
6. ALN policy
7. Equal Opportunities policy
8. Curriculum policies

The School will:

- ensure all children and young people are treated equally
- consider changing certain school practices, policies and procedures
- review the range of centrally provided services and other resources
- liaise with statutory and voluntary agencies which may be able to assist in the provision of information in alternative formats
- review all existing and new policies and documentation made publicly available to ensure they meet the requirements of the Equality Act
- make all staff aware of the requirements of the Equality Act
- seek opportunities to consult with, and seek the advice of parent and associated support groups when necessary
- review Annual Report to parents/carers and the school prospectus
- ensure that good practice is shared across the school
- provide an Annual Report regarding the schools' accessibility plan and review

Monitoring Arrangements

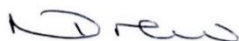
School accessibility plans will also be subject to ESTYN inspections. The Secretary of State can intervene where a school is not complying with the planning duty and can direct the school to do so.

The school will need to monitor progress of the accessibility plan through:

- review of school accessibility plans
- review of related plans and policies to the School Governing Body
- review of decisions made by the SEN and Disability Tribunal regarding complaints of discrimination
- self-evaluation and monitoring procedures of the school accessibility plan

This policy will be reviewed every two years or earlier if appropriate.

Natalie Drew (Head Teacher)



Signed Chair of Governors:



Rhian Grundy

Date: November 2025

Review: November 2026