

**YSGOL CEFN MAWR**  
**ACCESSIBILITY PLAN 2017-2020**  
*Learning Enjoying Achieving*

**Key objectives as outlined by the Disability Discrimination Act 1995**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

**Definition of disability**

Disability is defined by the DDA 1995 which states:

‘A person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities’

**Principles**

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three main strands required by the planning duties in the DDA.

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school accessibility plan is resourced, implemented, reviewed and revised as necessary. The accessibility plan is linked to the school inclusion policy\* and our firm commitment to ensure the curriculum is accessible to all pupils

**The main priorities for the school based on the three main principles-**

**Access to the curriculum**

- The curriculum at Ysgol Cefn Mawr strives to meet the needs of primary pupils of all abilities.
- All staff are aware of the DDA requirements
- All teachers are aware of the details of individual student’s special needs and disabilities so that they can arrange the physical learning environment accordingly and provide suitable differentiated educational materials and appropriate support.

## **Access to the physical environment**

- Improving the physical environment of the school in order to increase the extent to which the pupils can take advantage of education and associated services.
- Working closely with the LA to address issues identified in their audit of the physical environment and plan to address all issues relating to the school building over time.

## **Access to information**

- Ensuring that all information provided for pupils is accessible e.g. handouts, news letters, timetables, books and information about school events. This will be achieved through straightforward language, picture, symbols, ICT and other communication aids to meet pupils' needs.
- The needs of pupils /prospective pupils requiring information in Braille, large print, tape etc will be accommodated.
- Other appropriate provision will be researched if necessary, including PC equipment for physically disabled students.

## **Information from pupil data**

In the academic year 2016/2017 7 of our pupils are covered by the Disability Discrimination act. 6 have learning difficulties. 0 have hidden impairments  
Such as Dyslexia ADHD or ASD/aspergers and 1 has physical/sensory impairments.

## **Links to other policies/documents**

- Equality Plan
- ALN Policy

## **Monitoring and evaluation**

The attached document outlines the schools accessibility plan. The Headteacher will be responsible for monitoring and evaluating the plan based on the success criteria outlined.

This policy was reviewed by Ceren Williams and adopted by the Wellbeing/Safeguarding Committee on 2 February 2017.

Signed ..... Headteacher

Signed..... Chair of Pupil Welfare Committee

Review date: February 2020