



Polisi Hygyrchedd

Policy for Accessibility

Diweddarwyd / *Updated: 04/2024*

Adolygiad Nesaf / *Next Review: 04/2027*

Ysgol Gymraeg Y Fenni
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Accessibility Policy

1. Our Starting Point

These are the aims of the school which reflect the school's active philosophy of inclusion.

The school provides, within a happy, safe, Welsh speaking community, the widest possible range of educational experiences, preparing our children and young people for the future. This enables all pupils to achieve their true potential academically, practically and socially and to show respect and courtesy towards fellow pupils and adults. Ysgol Gymraeg y Fenni is a Welsh-medium school, and pupils are expected to use the Welsh language at every possible opportunity inside and outside the classroom.

For many years, the vast majority of the school premises and buildings are accessible to pupils and adults with a range of disabilities and wheelchair users. The school ethos of a fair play and equal opportunity and a documentation and procedures of the school reflects this point. This is as relevant and important to the site's accessibility for disabled people.

The school has, over the years, provided education for pupils with a wide range of disabilities. In planning for this provision, physical alterations have occurred to the building and site.

Most of the building is accessible to pupils and adults with all kinds of disabilities. The school and the Local Education Authority have taken all reasonable steps to adapt the building by installing ramps to ensure accessibility.

The school's facilities and toilets have been adapted to accommodate wheelchair users and the school has the necessary equipment. School staff are trained to deal with a vast range of disabilities.

Our intention in redesigning and adapting our accessibility policy in response to recent legislation is to state the ambition we have for disabled pupils which is our aim to break down barriers to enable access to all aspects of school life.

2. Our Vision Priorities

The priorities for our vision are included elsewhere in this document. Our vision includes and means that all staff and pupils at the school make every effort to ensure fair play and opportunity for pupils with a disability to achieve their full potential at school.

3. Transition

Ysgol Gymraeg Y Fenni has a very close link with its cluster of primary schools which are part of the Ysgol Gyfun Gwynllyw family and especially so in the areas of additional learning needs and Curriculum. Annually teachers from Ysgol Gyfun Gwynllyw meet with Year 6 pupils and collect information about them for a smooth transition to Year 7 in September. Among the information gathered are the difficulties that some pupils face in learning and physical health. This information is an essential part of preparing for the planning of Ysgol Gyfun Gwynllyw for the following September. The school will also receive information about pupils from health and social care agents.

4. Our strengths as a school in working with disabled pupils

We believe that the following are areas of strength in terms of accessibility of the school for pupils with disabilities:

- An accessibility statement and plan was in place at the school prior to this modification and update.*
- The building is accessible to pupils with disabilities and wheelchair users.*
- The governing body's annual report to parents refers to the suitability of the building.*
- The Headteacher and the Additional Learning Needs Co-ordinator at the school discuss with prospective parents and ask them whether they have any difficulties and disabilities before they start school. This usually happens the term before the new pupils start school in order to plan for their requirements when they start in the Nursery.*
- The level of awareness of our staff from their duties under the Disability Discrimination Act is increasing.*
- The school since its inception has provided access for pupils with disabilities.*
- Disabled pupils' attendance at school is very high.*
- The building's difficulties do not mean that disabled pupils are unable to access any part of the curriculum, this includes extracurricular activities of the school as well.*

5. How does the organisation of our school affect disabled pupils; for example in terms of our policies, procedures and practices

The school's organisation and all its documents and practices deal fairly and equally with all pupils and this includes pupils who have some form of disability. For example, a code of conduct of the school in implementing equal opportunities and likewise our documents on teaching and learning, trips and visits. Disabled pupils are not excluded from any activity.

6. Increase the breadth of participation of disabled pupils in our school curriculum

We recognize that curriculum development is time consuming. We aim to focus on core areas of the curriculum, including basic and key skills and other priorities of the school curriculum policy, School Development Plan and national and authority

developments. These will be led by those managers and teachers with specific responsibilities to develop curriculum issues in the school.

We use a wide range of external partners to assist us, such as

- *Advisors*
- *Counselling*
- *Educational psychologists*
- *Education welfare officers*
- *Learning support officers*
- *Specialist advisory teachers who advise on:*
 - *Autism*
 - *Dyslexia*
 - *Speech, language and communication*
 - *Downs Syndrome*
 - *Hearing Difficulties*
- *Colleagues from the health and social care service including:*
 - *CAHMS*
 - *Speech and language therapists*
 - *Health Visitors*

We recognize that disabled pupils have access rights to activities away from the formal curriculum including:

- *leisure times*
- *moving around the school*
- *special events*
- *extra-curricular activity*
- *school visits*
- *overnight visits*

7. Responsibilities

The Head and Governing Body are responsible for the school's accessibility plan and provide clear direction for it. We will monitor the progress of our policy and review and revise it every three years. We will ensure that disabled pupils, their parents and carers, staff, visiting professionals, and those from the voluntary sector can also contribute to our review.