RYDAL PENRHOS SCHOOL

Accessibility Plan

INTRODUCTION

Rydal Penrhos School strives to be a fully inclusive and welcoming community and therefore aims to ensure that every pupil can participate fully in the life of the School.

DEFINITION

A child or young person is disabled if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

OBJECTIVES

The School's Accessibility Plan seeks to:

- increase the extent to which disabled pupils can participate in the School's curriculum;
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education and benefits, facilities or services provided or offered by the School;
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

OPERATION AND MAINTENANCE OF THE PLAN

The School has an Accessibility Plan Review Committee which consists of the Principal, the Deputy Principals Prep and Senior, the Bursar, the Estates Manager and the Head of Learning Support; furthermore, it may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are as follows:

- to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
- to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future;
- to prepare the School's Additional Learning Needs Policy;
- to prepare the School's Accessibility Plan;
- to review such plans and policies as and when necessary and at least on an annual basis.

When developing and reviewing the plan, the Committee considers the following information:

- admissions;
- attainment;
- attendance;
- enrichment activities;
- education including the curriculum;
- Governing Body representation;
- the physical school environment;
- the selection and recruitment of staff;
- staff training;
- welfare.

The School also conducts an audit of its provision for pupils with Additional Learning Needs (ALN) and / or disabilities. The views of staff, parents / carers and pupils are obtained via annual questionnaires and discussions during Common Room meetings, the results of which are used to ascertain the understanding amongst the School community of disability and accessibility, the priorities for our pupils with ALN and / or disabilities, as well as the priorities for our pupils, parents / carers and staff.

The School also consults staff with responsibility for the induction arrangements for new pupils so as to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided, and that any modifications to the curriculum or premises are fed into the plan before the arrival of any such new pupils.

The results of such an audit have informed the current School Accessibility Plan; this, along with its targets, have been widely circulated to all teaching and support staff, and a hard copy is available upon request from the Principal's PA.

THE REVIEW & MONITORING OF THE PLAN

The School's Accessibility Plan Review Committee meets annually to frame recommendations for inclusion in the plan; these recommendations include input from the Senior Leadership Team, and the document is then placed on the agenda of a meeting of the Board of Governors if required.

There is a formal review of the implementation of the plan at the June meeting of the Board of Governors, at which the Principal provides a full report and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time frames, where necessary.

The School's Governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it pertains; a new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy, the Curriculum Policies, the Equal Opportunities Policy and Additional Learning Needs Policy.

This plan is subject to review on an annual basis; however, it may require earlier revision in the light of any regulatory change which may come into force in the interim.

Adopted (SLT):	February 2022
Review date:	February 2023

APPENDIX 1: ACCESSIBILITY PLAN

SECTION 1 - IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Current good practice:

1. **Whenever possible to adapt our environment to the needs of our pupils. Adaptations include ramps, disabled parking bays, disabled toilets and changing spaces.**

Dur-ation	Targets	Action & Resource Required	Timescale	Responsibility (by Department)	Evidence of Implementation
Short Term	Improved external lighting around Prep School	None now required	Completed	Estates	In use
	Senior School Downstairs Toilet for Disabled visitors		Completed	Estates	In use
	On-going movement of sockets and switches		Completed	Estates	In use
	Ramp built for Pavilion access		Completed	Estates	In use
Medium Term	Implementation of new signage in Welsh and Braille	Conduct a survey to identify needs. Obtain estimates and conduct feasibility survey.	Ongoing	Estates	Expenditure approved by the Resources Committee October 2019
	New contrasting door furniture		Ongoing	Estates	
	Ramp to the Main School		By Sep. 2023	Estates	
Long Term	Investigate the use of and installations of portable hearing loops in St John's, Memorial Hall and Prep Hall	Conduct a survey to identify needs. Obtain estimates and conduct feasibility survey.	By 2023	IT Dept.	Quotations and design work to be obtained.
	Lift from Ferguson Centre to Dining Hall	Lift in but for food only.	Completed	MYA Consultancy	In use
	Review access to boarders in Edwards House and Hathaway	Boarding ceased in September 2021	-	Director of Finance, Estates, HoMs	-
	Construction of new Prep School – New build or conversion	Sale of assets to releases funds	Properties currently for sale	Governing Body	Sales proceeding on all marketed properties.

SECTION 2: IMPROVING ACCESS TO THE CURRICULUM

Current good practice:

1. **Our school offers a differentiated curriculum for all pupils**
2. **We use resources tailored to the needs of pupils who require support to access the curriculum**
3. **Curriculum progress is tracked for all pupils, including those with a disability**
4. **We strive to use curriculum resources which include examples of people with disabilities**

Dur-ation	Targets	Action & Resource Required	Timescale	Responsibility (by Department)	Evidence of Implementation
Short Term	Introduction of new courses more accessible to some pupils	We are a BTEC Registered Centre	Completed	Heads of Faculty	Courses being studied
	Functional Skills course in Year 10/11	Identify courses, write Schemes of work	Completed	Heads of Faculty	On-going review of pupils' grades and academic progress
	Increased use of PDPs	Purchase resources and participate in appropriate training Assessments & meetings with pupils and parents / carers	Completed	Head of Learning Support (ALN)	In use
Medium Term	On-going training in full range of special needs	Provide specific training for teachers on how to support pupils with a particular disability.	Ongoing	Heads of Learning Support	Pupil progress and achievement
	Review of Entrance Exams – extra time? Welsh?	Review undertaken	completed	ALNCo (Seniors)	Revised Entrance Exam arrangements
	Introduce Dragon Dictate and wider use of Clicker	Liaise with other schools using software	Ongoing	Admissions Department	Revised Entrance Exam arrangements
Long Term	Ongoing training for all staff	Training course and Staff Day	Ongoing	Head of Learning Support, Senior Teacher	
	Redesign Science Labs and Home Economics classrooms to accommodate pupils with disabilities		September 2023	Science faculty Leader, Lab Technicians, Estates	

SECTION 3: IMPROVING ACCESS TO COMMUNICATION

Current good practice:

1. **Induction loops for hearing aids in some large spaces**
2. **Emergency guidance in pictoral form**
3. **Large print resources are available**
4. **Coloured paper and exercise books are available**

Dur-ation	Targets	Action & Resource Required	Timescale	Responsibility (by Department)	Evidence of Implementation
Short Term	Revamped website and increase in Social Media usage, such as Twitter, SnapChat	Use of School Website Company	Completed	Communications	Pupil and Parent Questionnaires; Analytics of website & Twitter
	Introduction of Show my Homework & SAM Learning	In-house training of Departments	completed	Senior Teacher	Monitoring of Show my Homework
	All pupils and teachers to have ipads	Resourced after first lockdown	completed	IT	Expenditure approved by the Resources Committee, June 2020
Medium Term	Fitting of new Digital Display screens	Buy Digital Screens Training for operators	Completed in Reception & Sports Hall, but not yet in Dining Room	IT	To be established
	Review software for electronic whiteboards to aid pupils with Visual Stress	Source new software	September 2022	Head of Learning Support	
Long Term	Greater use of Site Maps with QR Codes	Research companies and quotes for costs	Ongoing	Estates	To be established
	Greater use of translation for website, terms & conditions etc. Greater use of braille material	Work with Schools Website	Ongoing	Communications	To be established
	Monitor emerging technology to aid communication	Attend BETT Fair etc.	Ongoing	IT, SLT	To be established