



Accessibility and Equal Opportunities Policy and Plan

*DO ALL THE GOOD YOU CAN, BY ALL THE MEANS YOU CAN,
IN ALL THE PLACES YOU CAN,
IN ALL THE TIMES YOU CAN, TO ALL THE PEOPLE YOU CAN,
AT ALL THE TIMES YOU CAN,
AS LONG AS EVER YOU CAN.*

Accessibility and Equal Opportunities Policy and Plan

INTRODUCTION

Rydal Penrhos School is committed to providing an inclusive and accessible educational environment where everyone has equal opportunities to participate, learn, and work. This policy and plan outline our commitment to promoting accessibility and equal opportunities for all members of the school community.

OBJECTIVES

To eliminate discrimination and promote equality in all areas of school life.

To ensure that no individual or group is disadvantaged or excluded due to their abilities, disabilities, gender, race, religion, or other protected characteristics.

To provide accessible facilities, resources, and information to pupils, staff, and visitors.

LEGAL FRAMEWORK

This policy complies with relevant legislation, including but not limited to the Equality Act 2010 and the Additional Learning Needs (ALN) Code of Practice.

RESPONSIBILITIES

The school leadership team is responsible for implementing and monitoring the policy.

All staff members are responsible for promoting equality and ensuring accessibility in their respective areas.

Pupils are encouraged to contribute to creating an inclusive environment and report any concerns related to discrimination.

ACCESSIBILITY MEASURES

Regular accessibility audits will be conducted to identify and address physical, digital, and communication barriers.

Modifications to facilities and infrastructure will be made to ensure accessibility for individuals with disabilities.

Information and communication, including the school's website and official documents, will be made accessible to everyone.

EQUAL OPPORTUNITIES MEASURES

A commitment to recruiting, retaining, and developing a diverse staff and faculty.

Promotion of a curriculum that reflects diversity and is sensitive to various learning needs.

Proactive measures to prevent bullying, harassment, and discrimination.

TRAINING AND AWARENESS

Staff will receive training on diversity, equality, and inclusion.

Pupils will be educated on the importance of respect and acceptance.

Awareness campaigns and workshops will be organized to foster an inclusive culture.

REPORTING AND MONITORING

The school will maintain records of reported incidents and actions taken.

Regular reviews of the policy and plan will be conducted to assess their effectiveness. These will be examined during governing Board meeting and recorded within the minutes of these meetings.

COMMUNICATION

This policy will be communicated to all stakeholders and made available on the school website.

Regular updates and progress reports will be shared with the school community.

REVIEW AND EVALUATION

This policy and plan will be reviewed annually, considering feedback from stakeholders and any changes in legislation or best practices.

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ACCESSIBILITY PLAN 2024 - 2027

Duration	Accessibility Area	Targets	Action / Resource Required	Timescale	Responsibility (by Department)	Evidence of Implementation
Short	Physical	Conduct accessibility audit for school buildings and facilities	Develop accessibility plan and costing schedule for school site	Within 3 months	Estates Manager	Strategy for development of an accessible site with costs
Medium	Digital	Ensure website compliance	Review website and examine features to make this accessible to all users e.g. high contrast	Within 6 months	IT Manager	Re-development and improved website Stakeholder voice
Medium / Long	Curriculum Inclusion	Enhance curriculum for diverse perspectives and learning needs	Review of 2 to 18 curriculum with gap analysis to create map of activities and opportunities for development	With 18 months	SLT / Heads of Faculty / Teaching staff	Themes highlighted within curriculum documents. Whole School theme days
Medium	Staff Training	Conduct diversity and inclusion training for all staff	Develop calendar of training opportunities linked to inclusion	12 months	SLT and external specialist providers	Staff voice Training Certificates
Medium / Long	Physical Education Inclusion	Review PE curriculum and sport offer to allow all pupils and staff to engage in physical activity at their own level	Examine sports and training programmes to engage all staff and pupils regardless of age, ability or gender	12 months then review	PE team and SLT	Stakeholder Voice Registers for sporting activities Sporting accolades
Medium	Communication Access	Ensure communication methods are accessible	Undertake review of the different platforms, format and languages provided in communication by the school.	6 Months	Communications and Administration Managers	Stakeholder Voice