Ysgol Tŷ Monmouth Policy

Accessibility

POLICY STATEMENT

- Ysgol Tŷ Monmouth has created an inclusive community in which each person is respected and recognised as of equal value. We aim to ensure that everyone remains safe and stays healthy, whilst at the same time enjoys and achieves and makes a positive contribution to the wellbeing of the school and wider community. We are committed to the care and well-being of all Pupils so that they may work and learn in a safe, secure environment.

- At Ysgol Tŷ Monmouth we address each person's unique, academic, physical, emotional or social needs. All members of the school community work together to create an atmosphere in which each member is valued and can flourish regardless gender, colour, ethnic origin, nationality, age, socioeconomic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

- Pupils have full access to the curriculum; attention is given to resourcing and the development of an appropriate environment to meet the needs of individual Pupils and groups within the school community Reasonable adjustments are made for Pupils according to their specific needs, and with forethought to the potential of future Pupils who may want to attend the school. .

- Article 29 of the UN Convention on the rights of Children states 'I have a right to an education which develops my personality, respect for others' rights and the environment'.

- Article 3: All adults should do what is best for you.

Document Control			
Policy Code:	TŷM45	Policy Owner:	Rhuanedd Deroy-Jones
Version:	25.02_v1.04	Policy Author(s):	Anne Stephens
Date ratified:	February 2025		
Review Frequency:	3 Years		
Next review date:	September 2028	Ratifying Committee:	PRG

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
September 2025	V1.05	Anne Stephens	Updated objectives and plan
February 2025	V1.04	Anne Stephens	Review
January 2024	V1.03	Sam Butland	Updated policy format

CONTENTS

1. Scope 3

1.1 Responsibilities 3

1.2 Complaints 3

1.3 The Review Cycle 5

2. The Accessibility Plan 7

2.2 Monitoring & Review 8

2.3 Legislative Framework 8

3. Appendix 1 – Accessibility Plan 9

1. Scope

1.1 Responsibilities

1.1.1 Ysgol Tŷ Monmouth continues to develop their ability to provide an inclusive, accessible environment for Pupils, Team Members, parents, guardians and other professionals, in line with the responsibilities set out in The Equality Act (2010).

1.1.2 Regular reviews of our long-term development plan and annual reviews of all policies ensure the school's inclusion of Pupils with disabilities meets all aspects of the law. The School Leadership Team ensures that all policies, practices, protocols and provision have regard to the Equality Act of 2010, which extends protection from discrimination to people with what are termed, 'protected characteristics' in almost every area of life. The Operations Director for Education and Head Teacher are responsible for ensuring the implementation of all policies and the full development of a strong ethos of inclusion, within all aspects of the life of the school.

1.1.3 It is the duty of all Team Members, and everyone working in the school to implement the policies and continue to develop inclusive practices.

1.1.4 In line with Welsh Government guidance (WG235/2018), Ysgol Tŷ Monmouth adopts the Social Model of Disability which recognises that people with impairments are disabled by the barriers created by society. Ysgol Tŷ Monmouth aims to:

- Identify the barriers which can prevent Pupils having equal access to education
- Remove these barriers and create an enabling environment within the school
- Promote the rights and full inclusion of all individuals.
- Ensure all Pupils have the same opportunities as their peers to reach their full potential.
- To provide a caring and friendly environment.
- To provide resources that meets the needs of the individual Pupils and supports them towards developing independence.

1.1.5 This will be achieved via the consideration of the Three Planning Duties as set out in Schedule 10 of the Equality Act. These are:

- Consideration of the curriculum and how it is taught.
- The accessibility of school buildings and their surroundings, school activities including school trips and transport, and.
- Information and activities provided by schools and how easy it is for disabled Pupils and / or their disabled parents to understand.

1.2 Complaints

1.2.1 Pupils, parents, guardians and Team Members have access to the school's Complaints Procedures; these are also available to other relevant professionals, such as Social Workers. Pupils may go through their Teachers, TAs, through other Pupils, or SLT. Complaint forms are available in different formats to suit a range of abilities and Pupils, or Team Members can be aided to complete these as necessary. They can also email Team Members through addresses provided.

1.3 The Review Cycle

1.3.1 The review cycle seeks to develop provision to ensure no Pupils are at a disadvantage due to disability, that reasonable adjustments are implemented as required and increase access to education for disabled Pupils, where such an improvement to access has been identified.

1.3.2 Disability is defined as "A person has a disability if he or 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." (Section 6, Equality Act, 2010). This definition covers physical impairments, mental impairments. Cancer, immunodeficiency virus (HIV) infection, multiple sclerosis (MS) and severe disfigurement are also deemed to be disabilities (Equality Act, Schedule 1).

1.3.3 Disability also covers those with a progressive condition, such as muscular dystrophy, which leads to a person having an impairment which will in the future have a substantial adverse effect on the person's ability to carry out normal day-to-day activities (Equality Act, Schedule 1, paragraph 8).

1.3.4 The review cycle will ensure that Ysgol Tŷ Monmouth is continually developing and improving its provision, in order to be inclusive and meet the needs of all of the Pupils at the school. The review cycle is as follows:

1. Accessibility Audit - This will identify what is in place and if it is successful. The audit will also consider whether the current measures are suitable or need amending and identify any further barriers to accessibility.

2. Consultation with stakeholders - This includes giving service providers and Pupils the opportunity to provide feedback, views on opinions on how the school is run and led. These views are gathered in a number of ways which include, surveys, feedback forms, meeting notes, emails and documented telephone discussions.

3. Draft the new plan - Focus on desired outcomes and the short-, medium- and long-term strategies to be implemented in order to achieve these outcomes. Priorities should also be made according to the impact and cost of the strategies proposed.

4. Set SMART targets - These should specify which outcomes will be achieved, by who and with a clear timeline for achievement.

5. Further consultation/finalise strategy - The consultation must enable those affected by the accessibility plan to provide their views. The consultation process must therefore be fully accessible.

6. Publication - The accessibility plan must be available to anyone on request, and in a format suitable for the requestor. For those who require the plan, it should be clear on how to find it.

7. Implementation - The implementation of the plan must be evidenced with annual reviews undertaken to identify the extent of progress made.

8. Review - This should take the form of an annual review meeting. A framework should be in place to evaluate the success of the plan, in consultation with stakeholders.

2. The Accessibility Plan

2.1.1 As an Independent School, the responsibility of the Accessibility Plan for Ysgol Ty Monmouth is that of the proprietor (Jon Pain). The Ysgol Tŷ Monmouth accessibility plan will identify:

- How the school will increase the quality and extent to which disabled Pupils can fully participate in the curriculum, including out of school activities (Articles 23 and 29 of the UNCRC).
- What improvements will be made to the physical environment of the school in order to maximise access to education, benefits facilities and services for disabled Pupils? (Articles 6 and 28 of the UNCRC).
- How the access to information will be improved for disabled Pupils (Articles 2,4 and 13 of the UNCRC).
- How Pupils are involved in decision making (Article 12 of the UNCRC).

2.1.2 Accessibility plans will:

- Be in writing.
- Be set for a prescribed period.
- Be clear in its allocation of resources.
- Be given to Welsh Ministers if and when required.
- Make considerations of all aspects of school life (including break times and lunch times).

2.1.3 Specifically, the accessibility plan will comprise:

- Introduction (including an outline of purpose, legislation / guidance and timeframe).
- Approach to developing the strategy/plan (including summary of progress made, improvements implemented, summary of audits, how priorities were determined key areas of accessibility where improvements are needed, and how Pupils were involved in the process).
- List short, medium and long-term priorities (increasing access to the curriculum physical environment and improving communication and access to school information).
- Other issues (this could include raising awareness amongst Team Members and Pupils or training)
- Conclusions and action plan (this should be undertaken annually and include details of who will take each target/action point forward and specific timescales identified, resourcing, achievement criteria, impact and ease of delivery).

2.2 Monitoring & Review

2.2.1 The review cycle will be implemented on at least a three-year basis and revised as required with meaningful input from the Pupils at Ysgol Tŷ Monmouth. Targets within the plan will also be reviewed according to the time frame of targets and outcomes given within the plan.

2.3 Legislative Framework

2.3.1 This policy has been drawn up on the basis of law and guidance, namely:

- The Equality Act, 2010
- United Nations Rights on the Convention of the Child, 1989
- Planning to increase access to schools for disabled Pupils, WG 235/2018
- The Social Services and Wellbeing Act, 2014
- The Wellbeing of Future Generations Acts, 2015

3. Appendix 1 – Accessibility Plan

3.1.1 The purpose of this plan is to identify how Ysgol Tŷ Monmouth will increase the quality and extent to which disabled Pupils can fully participate in school life. This has been written as part of an ongoing 3-year review cycle which is in line with key legislation and guidance, namely:

- The Equality Act, 2010
- United Nations Rights on the Convention of the Child, 1989
- Planning to increase access to schools for disabled Pupils, WG235/2018
- The Social Services and Wellbeing Act, 2014
- The Wellbeing of Future Generations Act, 2015

3.1.2 This document should be read in conjunction with the Ysgol Tŷ Monmouth annual audit.

3.1.3 Long term priorities (2025-2028) have been identified as:

- To ensure that the curriculum is continuously developed in regard to Pupil diversity equity and equality.
- To develop the use and ongoing maintenance of whole school spaces to support self-regulation.
- To extend the accessibility of signs, policies and other key documents, to meet a diverse range of needs (including visitors).
- To continue to develop systems to manage outside learning spaces so they are consistently accessible by all Pupils.
- To ensure the accessibility plan reflects the needs and opinions of the stakeholders, with Pupil need at the heart of its development and implementation.

3.1.4 Short and Medium-Term Priorities (to be reviewed on an annual basis)

Priority:	Success Criteria:	Actions / Strategy:	Additional Resources:	Person (s) Responsible:	Timescale:
To develop the use and ongoing maintenance of whole school spaces to support self-regulation.	1. Bespoke planning and behaviour support plans reference the meaningful use of a number of spaces around school, to support individual self-regulation. 2. Resources are respected and	1. SaLT to update “big feelings” Pupil views and share with class teams. 2. Class team to ensure information from 1. is included in relevant BSP. Class teachers lead training	Zones of Regulation training, O.T support, Sensory toolbox for each Pupil, maintenance support.	Whole school team Team Members and Pupils	September 2025, ongoing and with regular review. April 2025 with regular resource audits and updates.

Priority:	Success Criteria:	Actions / Strategy:	Additional Resources:	Person (s) Responsible:	Timescale:
	in good condition, to be accessible for all who need them. 3. Pupils have a range of safe and purposeful spaces to use for sensory and emotional regulation.	and introductions to the BSP with their teaching assistants. 3. There are clear class boundaries in relation to the use of resources. Team Members are committed to supporting Pupils to take responsibility for the environment around the school (to be noted through planning and learning walks). 4. OT / SLT audit and update resources on a termly basis, in order to ensure Pupil needs, continue to be met, and the correct tools are available for regulation support.			
To extend the accessibility of signs, policies and other key documents, to meet a diverse range of needs (including visitors).	1. Key communications (including signs and key documents) are available in a range of formats and have due regard to RNIB guidelines. 2. Pupils input and evaluate key documents	1. Review RNIB guidelines and plan improvements to key documents and signs over the course of the academic year, and in respect of the guidelines.	RNIB guidelines	Maintenance support teams, SLT / EMT Pupils / Ambassadors / Stakeholders	June 2025 and ongoing development (review)

Priority:	Success Criteria:	Actions / Strategy:	Additional Resources:	Person (s) Responsible:	Timescale:
	to ensure essential communication is available in a manner that meets Pupil need.	2. Gain Pupil views on key documents and incorporate these into the policy review cycle.			
To continue to develop systems to manage outside spaces so they are consistently accessible by all Pupils.	1. The car park is a safe space for all Pupil transitions and movements; and is accessible for vehicles involved in transitions. 2. The garden space is an area for positive regulation, movement and physical development. 3. Pupils consistently have equal access to key outside areas, for curriculum and leisure activities.	1. Implement a rota of Team Members for transition times. 2. Caretaker to manage taxi transitions to and from the car park. 3. OT and education team work together to develop sensory circuits and other regulation activities suitable for the garden space. 4. The big feelings work and BSP's identify a range of spaces suitable for regulation, to provide choice through the school day.	Team Members for supervision of key transition times (management of spaces) Zoned play and regulation activities at key times of day	SLT / Operational and support team Led by OT / ITT with whole team support	Immediate (January 2025) June 2025 and ongoing
To ensure the accessibility plan reflects the needs and opinions of the stakeholders, with Pupil need at the heart of its development and implementation.	1. Stakeholder views are gathered for termly governance process. 2. Views are used strategically to ensure the school meets	1. Consistent development of stakeholder views on a half term basis. 2. Discuss views and strategically plan (using those views)	Microsoft forms Pupil views resources	Overseen by SLT and class teachers – input from stakeholders	Immediate and ongoing

Priority:	Success Criteria:	Actions / Strategy:	Additional Resources:	Person (s) Responsible:	Timescale:
	the needs of and improves for those who are part of it.	through the governance process. 3. Implement plans agreed in governance, and feedback to stakeholders.			