

# Llangewydd Junior School

## Accessibility Plan 2025-2026



Chair of Governors: MR M DIXON

Headteacher: MRS K GREEN

Local Authority: Bridgend

Date: Autumn 2025

**Mission Statement**  
**Forward Together**  
**Green today to save tomorrow**

**Our Vision**

The vision at Llangewydd Junior School has been put together by the pupils, staff, families and governors. Our vision is the foundation for our strategic purpose and aspirations for the future.

**Inclusion and equality statement**

Our school is an inclusive school. We aim to make all children feel included in all our activities and make all of our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children. We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.

**Introduction**

At Llangewydd Juniors we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

**Aims and objectives of this policy**

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible written information.

Our Accessibility Plan has been created based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

***The following Accessibility Plan should be read in conjunction with the following school policies, strategies and documents: Curriculum policy, Equality objectives, Disability Equality Scheme, Staff Development policy, Health and Safety policy, ALN policy, Behaviour policy, SIP. School prospectus.***

# Llangewydd Juniors Accessibility Plan 2025-2026

Access to the Physical Environment				
Short/Med/Long	Target	Strategies	Timescale	What will success look like?
Short Term	Maintain safety for Visually Impaired pupils.	<ul style="list-style-type: none"> <li>✓ Repaint yellow lines on the edge of every raised step across the school and entry points.</li> <li>✓ Ensure staff are aware of the need to keep fire exits clear.</li> <li>✓ Put in place Personal Emergency Evacuation Plans for any physically disabled pupils, where and when necessary. Seek advice from LA if necessary.</li> <li>✓ Weaving of fences</li> </ul>	<p>Immediately</p> <p>As and when by contacting Alison Hurry and the LA.</p> <p>Autumn 2025</p>	<p>Every step across the school will have a yellow edge.</p> <p>All edges of raised surfaces outdoors will be marked in a different coloured paint.</p> <p>All fire exits are clear and in good working order.</p> <p>All fire exits will be clear.</p> <p>Weaved fences.</p> <p>Links with VI Teacher.</p>
Medium Term	Enable disabled children, parents and carers to have access to a changing facility.	<ul style="list-style-type: none"> <li>✓ To have a wet room installed so that changing facilities are easily accessible (lower school)</li> <li>✓ Accessible toilet with changing facilities for pupils with a stoma bag.</li> </ul>	<p>By Dec 2025</p> <p>September 2025</p>	<p>Wet room fitted in lower school hall ELSA room (LA funded).</p>
Long Term	<p>Improve classroom areas to accommodate for disabled learners.</p> <p>Improve areas of the school (excluding toilets) to install visual warning devices</p> <p>Improve access Fire Exits from the top hall.</p>	<ul style="list-style-type: none"> <li>✓ Change classrooms in different buildings to use lower building for years 3 and 4.</li> <li>✓ Install 'red' alarm visual</li> <li>✓ Install a ramp where the steps are to ensure disabled children/parents can exit safely in the event of a fire.</li> </ul>	<p>By September 2026</p> <p>By April 2026</p> <p>By September 2025</p>	<p>Children will be in a more accessible building.</p> <p>Children will see the red alarm rather than hearing the sound in the event of an emergency.</p> <p>Children/parents can exit safely in the event of an emergency.</p>

Access to the Curriculum				
Short/Med/Long	Target	Strategies	Timescale	What will success look like?
Short Term	<p>Ensure staff have access to specific training related to disabled pupils needs.</p> <p>Ensure all staff are aware of disabled pupils curriculum adaptations and targets, where applicable.</p> <p>Ensure all off site visits are inclusive and suitable for all pupils.</p>	<ul style="list-style-type: none"> <li>✓ Specific training organized, when required.</li> <li>✓ Ensure trained staff share key information with the school team.</li> <li>✓ Paperwork such as planning and IDPs detail how adults should manage a pupils curriculum needs- team meetings update school staff.</li> <li>✓ Ensure venues and means of transport are vetted for suitability to ensure inclusivity.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing as part of trip planning</p>	<p>Training completed and staff upskilled to ensure they effectively support learners.</p> <p>All staff are aware of individual pupils needs and detailed information held in pupil records (online school files) are updated.</p> <p>All pupils are able to access all aspects of the school trip.</p>
Medium Term	Ensure all ICT software and resources	<ul style="list-style-type: none"> <li>✓ Audit ALN ICT and other resources.</li> </ul>	Audit Spring 2026	All pupils will have access to ICT resources

	are adapted for use with pupils with VI.	✓ Book training if new ALN resources are being used.	Resources and training by 2025	suitable for their age/stage of development which reduce their barrier to learning.
Long Term	Improve classroom areas to accommodate for disabled learners.	<ul style="list-style-type: none"> <li>✓ Change classrooms in different buildings to use lower building for years 3 and 4.</li> <li>✓ Access to a sensory area</li> </ul>	By September 2026  By September 2025	Children will be in a more accessible building. Children to have access to sensory resources/space.

Access to Information				
Short/Med/Long	Target	Strategies	Timescale	What will success look like?
Short Term	Review information sent to parents/carers to ensure it's accessible to all.	<ul style="list-style-type: none"> <li>✓ Consult parents/carers about their access needs when child is admitted to school.</li> <li>✓ Ensure all letters home are shared.</li> <li>✓ Produce newsletters in other formats if needed.</li> <li>✓ Liaise with LA if translation service is needed.</li> </ul>	Ongoing	Parents/carers have full access to information they require.  Parents/carers who have EAL will be able to access translated documents.
	Ensure the school team are aware of pupil/family needs.	<ul style="list-style-type: none"> <li>✓ Display information relating to individual pupils' needs in staff room (allergies or specific health needs)</li> <li>✓ Share Pupil Information form with staff</li> </ul>	Ongoing	Records kept on pupils with specific needs are updated to ensure the school team is informed.
	Inclusive discussions of access of information in all PCP and IDP meetings.	<ul style="list-style-type: none"> <li>✓ Consult with parents/carers about access to information and preferred formats in all reviews.</li> </ul>	Ongoing	Family give consent for the sharing of information and update school as and when required.
Medium Term	Ensure SLT are making adaptations to the procedures to ensure the information we keep is GDPR compliant.	<ul style="list-style-type: none"> <li>✓ Dissemination of relevant information is shared and acted upon.</li> </ul>	Ongoing	The school is GDPR compliant.  The school completes the GDPR audit (April 2025)  The school has a GDPR Lead.
Long Term	To ensure records are kept for appropriate periods.	<ul style="list-style-type: none"> <li>✓ Information relating to staff and pupils is archived for specific periods.</li> </ul>	Ongoing	Historic data is available for given periods.
		<ul style="list-style-type: none"> <li>✓ Information kept is stored safely and disposed of correctly, when appropriate time has passed.</li> </ul>	Ongoing	