

Ysgol Cybi

Accessibility Plan

Date adopted by the Governing Body <i>(this will also need to be recorded in the minutes of the meeting at which it was accepted and adopted)</i>	25/3/26
Chair of Governors (signature) /	Colin Bell
Headteacher (signature)	Owain Lemin Roberts
Review date <i>(3 years of adoption, if conditions do not change)</i>	Spring Term 2029

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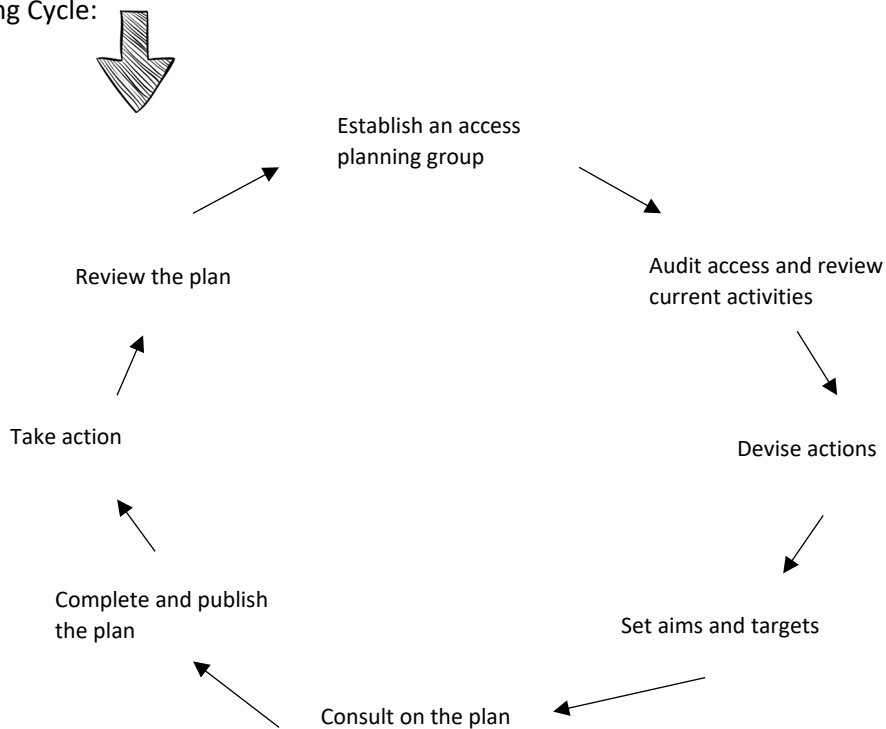
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1. The Planning Cycle

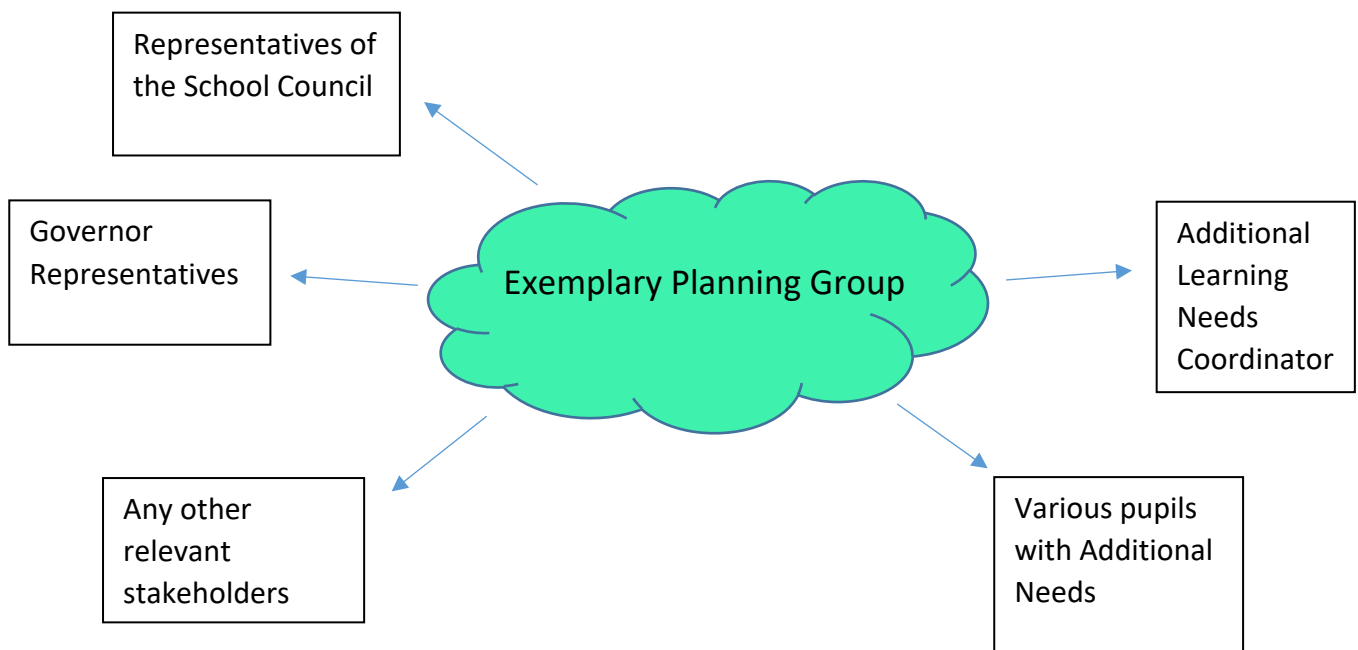
When considering the access planning group, consideration should be given to all stakeholders;

- Pupils
- Parents
- School staff
- Specialist staff
- Council staff

The Planning Cycle:



2. Membership of the Planning Group



3. School Access Audit Questionnaire

It is essential that you recognise the barriers to access. A checklist can help you with this process.

The checklist has three sections. In the first section, you will be asked to consider whether the environment in your school has been designed to meet the needs of all pupils, including those with ALN and/or a disability.

The second and third sections should be used to identify how your school presents their curriculum and written materials in other formats, and to give a clearer picture of the barriers to access that exist in the culture of the school. It is important to note that this list isn't exhaustive.

a) Part 1: General Questionnaire for All.

Questions:	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Do you ensure that teachers and classroom assistants have received the necessary training to teach and support pupils with disabilities?	X				
Are you making the most of teaching assistants?	X				
Are the classes organised in the best possible way for pupils with disabilities?	X				
Do the lessons respond to pupils' diversity?	X				
Are the lessons achievable for all pupils?	X				
Do lessons include work to be done by individuals, pairs, groups and the whole class?	X				
Are all pupils encouraged to take part in physical activities, music and drama?	X				
Are there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving,	X				

library use, audio materials, practical tasks and information technology?					
Do staff recognise and take account of the mental effort made by some pupils who have a disability e.g. when reading lips?	X				
Do staff recognise and consider the additional time required by some disabled pupils when using equipment for practical work?	X				
Do staff provide alternative methods of giving access to experience or understanding to some disabled pupils who are unable to participate in particular activities e.g. some practice methods in physical education?	X				
Do you give pupils with disabilities access to appropriate information technology?	X				
Does everyone feel welcome?	X				
Are there high expectations for pupils?	X				
Do staff, governors and pupils share an inclusive philosophy?	X				
Are all pupils valued equally?	X				
Are staff trying to remove all barriers to learning and participation?	X				
Do you have an accessible entry into the school for visitors?	X				

If you have indicated "**Neither agree nor disagree**", "**Disagree**" or "**Strongly Disagree**" in the above questionnaire for any question, please feel free to expand your responses below if you wish:

Similarly, if you wish to elaborate on any other issue (a question where you have indicated "**Strongly Agree**" or "**Agree**") in the questionnaire, feel free to elaborate below:

The school places an appropriate emphasis on the importance of a thorough understanding of each pupil, including any obstacles to learning. If the school recognises any challenges to pupils' learning experience, the school acts effectively to reduce or eradicate them entirely.

b) Part 2: Wheelchair Use Questionnaire

If you have a pupil who uses a wheelchair at your school, please complete the questionnaire below.

If you do not have a pupil who uses a wheelchair at your school, go to Part 3.

Questions	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Does the size and arrangement of places: include all academic, sports, play facilities; social; the classes; the hall; canteen, library, gym and external sports facilities, playgrounds and common rooms allow access for all pupils?	X				
Are pupils using wheelchairs able to move around the school without facing barriers to access similar to those caused by doors, steps and stairs, toilet and shower facilities?	X				
Are the travel routes around the school site and parking arrangements safe, are the routes logical and do they have good signage?	X				
Are there emergency and school evacuation systems in place to inform ALL pupils, including pupils with ALN and disabilities, including alarms with visual and auditory elements?	X				

If you have indicated "**Neither agree nor disagree**", "**Disagree**" or "**Strongly Disagree**" in the above questionnaire for any question, please feel free to expand your responses below if you wish:

Similarly, if you wish to elaborate on any other issue (a question where you have indicated "**Strongly Agree**" or "**Agree**") in the questionnaire, feel free to elaborate below:

Pupils voice: Some areas of the playground can have small things on them at playtimes, e.g. things from the shed, the little stones from around the MWGA, which makes it difficult for me to see and I jam the wheels on my walking frame.

c) Part 3: Visual Impairment/Hearing Impairment Pupil Questionnaire

If you have pupils with sight or hearing impairment difficulties within your school, please complete the questionnaire below.

If you do not have pupils with sight or hearing impairment difficulties, please proceed to Part 4 (which includes a Model Access Plan).

Questions	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Do you provide information in large print, audio tape or in Braille to pupils or prospective pupils who may have difficulty with the usual forms of written information?	X				
Do you ensure that information is presented to groups in a way that is friendly to people who have disabilities that impact their sight e.g. by reading projector slides aloud and describing diagrams?	X				
Do you have facilities to produce written information in fonts of different sizes?	X				
Do you use RNIB guidelines for producing information written in understandable formats?	X				
Do you ensure that staff are familiar with the technologies and practice developed to help people with disabilities?	X				

If you have indicated "**Neither agree nor disagree**", "**Disagree**" or "**Strongly Disagree**" in the above questionnaire for any question, please feel free to expand your responses below if you wish:

Similarly, if you wish to elaborate on any other issue (a question where you have indicated "**Strongly Agree**" or "**Agree**") in the questionnaire, feel free to elaborate below:

4. School Accessibility Plan

Factors considered in drawing up this plan:

- 1) Carry out an inspection of the school premises in relation to access.
- 2) Consider general approaches to improving access.
- 3) Consider the needs of any children with disabilities who are at the school;
- 4) The School's Equality Plan.

An ongoing review is essential to monitor the implementation and effectiveness of the plan, taking into account any changes in access and the needs of pupils.

Please see below our Accessibility Plan

	Targets	Strategies	Result	Timetable	Goals fulfilled
Short term	<i>(1) Improve accessibility to areas of the school yard.</i>	<i>(1) Share with Headteacher and members of Buildings, H&S Committee.</i>	<i>(1) Improve Accessibility</i>	<i>(1) Summer 2026</i>	
	<i>(2) Ensure accessibility is considered in developing any new play opportunities and/or resources.</i>	<i>(2) Share with Lead Teachers</i>	<i>(2) Ensuring play opportunities of a high standard for all pupils</i>	<i>(2) Summer term</i>	
	<i>(3) Steps to review and improve accessibility incorporated into admissions</i>	<i>(3) Review 'Accessibility Plan' as necessary during transition process and/or as new cohort welcomed</i>	<i>(3) Improve Accessibility</i>	<i>(3) Continuous</i>	

<p>Mid-term</p>	<p><i>(1) Opportunities to learn about variety of disability incorporated effectively into classroom provision - JIGSAW</i></p> <p><i>(2) All members of staff feel that they have received appropriate, relevant training</i></p>	<p><i>(1) Evaluate current provision related to awareness of disabilities. Implement appropriate improvement steps</i></p> <p><i>(2) Complete review of training schedule</i></p>	<p><i>(1) Improve awareness</i></p> <p><i>(2) Members of staff effectively trained</i></p>	<p><i>(1) Summer Term 2026</i></p> <p><i>(2) Annually</i></p>	
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<p>Long term</p>	<p>(1) Classroom numbers ensure reasonable space for all pupils</p> <p>(2) All classrooms appropriately staffed with well-trained members of staff</p> <p>(see mid-term)</p>	<p>(1) Continue to review pupil numbers in classrooms, ensuring that ease of access and movement is fully considered.</p> <p>(2) Classroom staffing is reviewed on a termly basis (at least)</p>	<p>(1) All pupils having reasonable amount of space and able to access and move around the classroom reasonably freely</p> <p>(2) All pupils well supported, ensuring the provision fit the needs of the pupils</p>	<p>(1) Annually</p> <p>(2) Termly (at least)</p>	
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