Ysgol Cybi

Accessibility Plan

Date adopted by the Governing Body *(this will also need to be recorded in the minutes of the meeting at which it was accepted and adopted)*	
Chair of Governors (signature) /	
Headteacher (signature)	
Review date *(3 years of adoption, if conditions do not change*	Summer Term 2025

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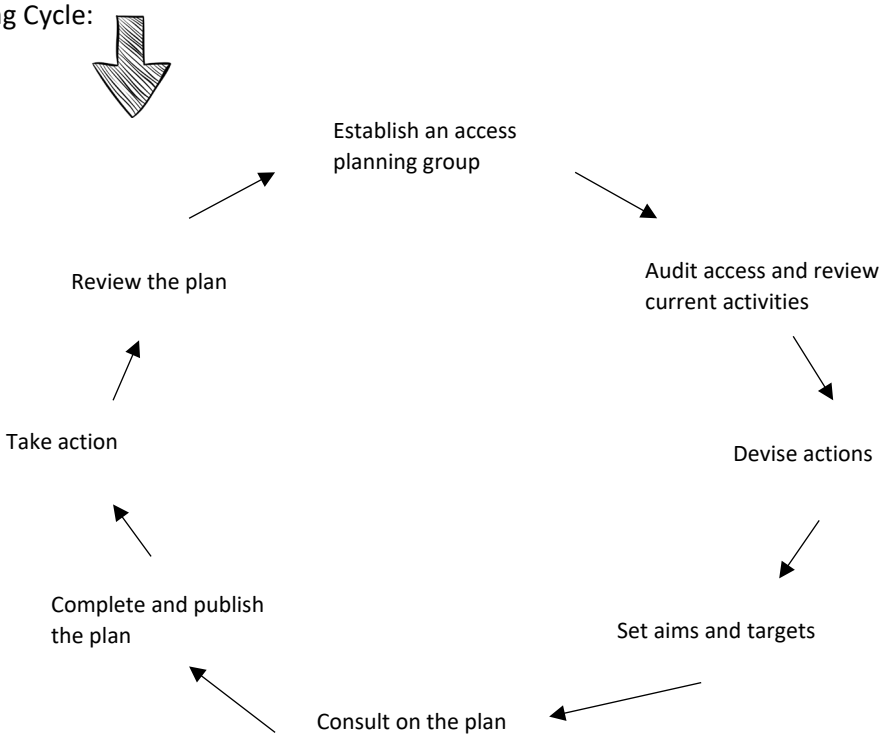
1. The Planning Cycle

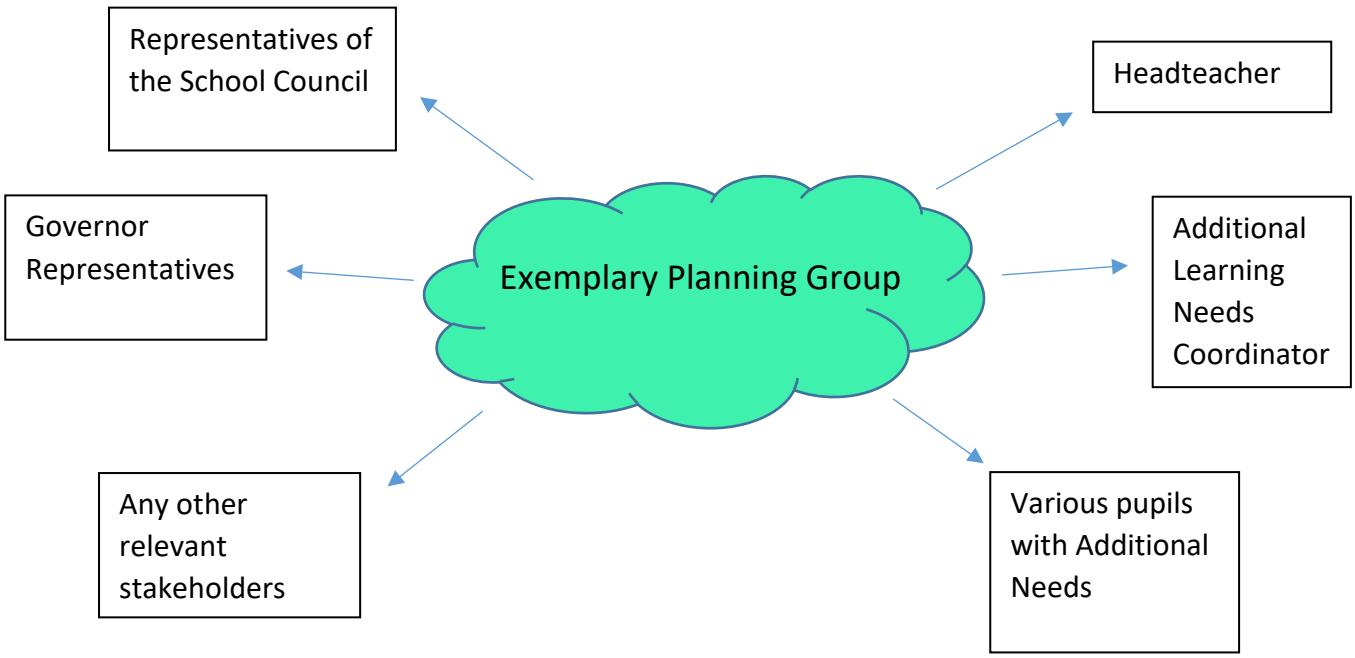
When considering the access planning group, consideration should be given to all stakeholders;

- 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?					
Are you making the most of teaching assistants?					
Are the classes organised in the best possible way for pupils with disabilities?					
Do the lessons respond to pupils' diversity?					
Are the lessons achievable for all pupils?					
Do lessons include work to be done by individuals, pairs, groups and the whole class?					
Are all pupils encouraged to take part in physical activities, music and drama?					
Are there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving,					

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?					
Do staff recognise and consider the additional time required by some disabled pupils when using equipment for practical work?					
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?					
Do you give pupils with disabilities access to appropriate information technology?					
Does everyone feel welcome?					
Are there high expectations for pupils?					
Do staff, governors and pupils share an inclusive philosophy?					
Are all pupils valued equally?					
Are staff trying to remove all barriers to learning and participation?					
Do you have an accessible entry into the school for visitors?					

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:

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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:

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See appendix for conclusions and comments

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 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?					
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?					
Are the travel routes around the school site and parking arrangements safe, are the routes logical and do they have good signage?					
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?					

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:

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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:

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See appendix for conclusions and comments

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?					
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?					
Do you have facilities to produce written information in fonts of different sizes?					
Do you use RNIB guidelines for producing information written in understandable formats?					
Do you ensure that staff are familiar with the technologies and practice developed to help people with disabilities?					

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:

_____

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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:

_____

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See appendix for conclusions and comments

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	*(1) Front door, main entrance is heavy and difficult to open.*	*(1) Share with Headteacher and members of Buildings, H &S Committee*	*(1) Improve Accessibility*	*(1) Sept 2022*	
	(2) Satisfy any new guidelines associated with use of wheelchairs	*(2) Review by ALN Co-ordinator. Improvements steps implemented*	*(2) Improve Accessibility*	*(2) Sept 2022*	
	(3) Steps to review and improve accessibility incorporated into admissions	*(3) Review 'Accessibility Plan' as necessary during transition process and/or as new cohort*	*(3) Provision satisfies the needs of the pupils on school role*	*(3) Continuous*	

Mid-term	*(1) Opportunities to learn about variety of disability incorporated effectively in to classroom provision.*	*(1) Evaluate current provision related to awareness of disabilities. Implement appropriate improvement steps*	*(1) Improve awareness*	*(1) Autumn Term 2022*	
	(2) All members of staff feel that they have received appropriate, relevant training	*(2) Complete review of training schedule*	*(2) Members of staff effectively trained*	*(2) Annually*	
	(3) Disabled parking spaces used in accordance with rules and regulations	*(3) Continue working with the LEA to review and improve parking and traffic around the school building*	*(3) Improve safety and accessibility*	*(3) Autumn Term 2022*	

Long term	*(1) Classroom numbers ensure reasonable space for all pupils* *(2) All classrooms appropriately staffed with well trained members of staff* *(see mid-term)*	*(1) Continue to review pupil numbers in classrooms, ensuring that ease of access and movement is fully considered.* *(2) Classroom staffing is reviewed on a termly basis (at least)*	*(1) All pupils having reasonable amount of space and able to access and move around the classroom reasonably freely* *(2) All pupils well supported, ensuring the provision fit the needs of the pupils*	*(1) Annually* *(2) Termly (at least)*	

6/4/22

Planning Group

Present: Madison Marshall, William Owen (Representatives from School Council), Lynne Hardwidge Jones (SEN Co-ordinator), Karen Davies (Governing Body – responsible for ALN), Owain Lemin Roberts (Headteacher)

Headteacher thanked all for attending the meeting and explained the background of the 'Accessibility Policy'

LHJ shared that she had already spoken to parents, representation of staff and pupils.

Planning Group took time to consider the findings and to offer their opinions.

All agreed that as a new school most accessibility issues had already been considered.

The Planning Group were in agreement that the following maters needed further consideration as the school draws up its 'Accessibility Development Plan'.

- Front door very difficult to open

- More opportunities for pupils to learn about variety of disabilities as part of classroom provision

- High number of pupils in each class, leading to work tables very close to one another

- More opportunities for all pupils to incorporate drama and physical activity into classroom provision.

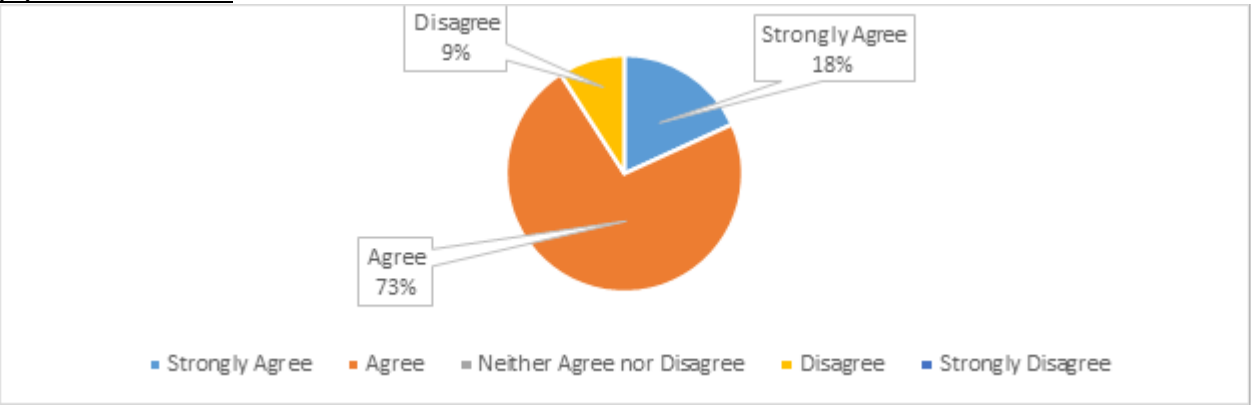
Atodiad 1 / Appendix 1

School Access Audit Evaluation Report
05/04/2022

Author of Report: Lynne Hardwidge Jones
Aim and Summary of the Report: To evaluate the Accessibility Plan for Ysgol Cybi, from the perspective of the pupils and the teaching staff.
Contributing towards the report …
11 pupils in Ysgol Cybi have physical and/or medical difficulties that have to be considered when reflecting on the suitability of school accessibility. 7 pupils have physical conditions (Dyspraxia, Cerebal Palsy). 1 pupil has a wheelchair, walking frame and visual impairment. 1 further pupil has a visual impairment and 2 pupils have a hearing impairment. All 11 pupils were considered in this report. Questionnaires were shared with 11 pupils / staff.

General Questionnaire for All

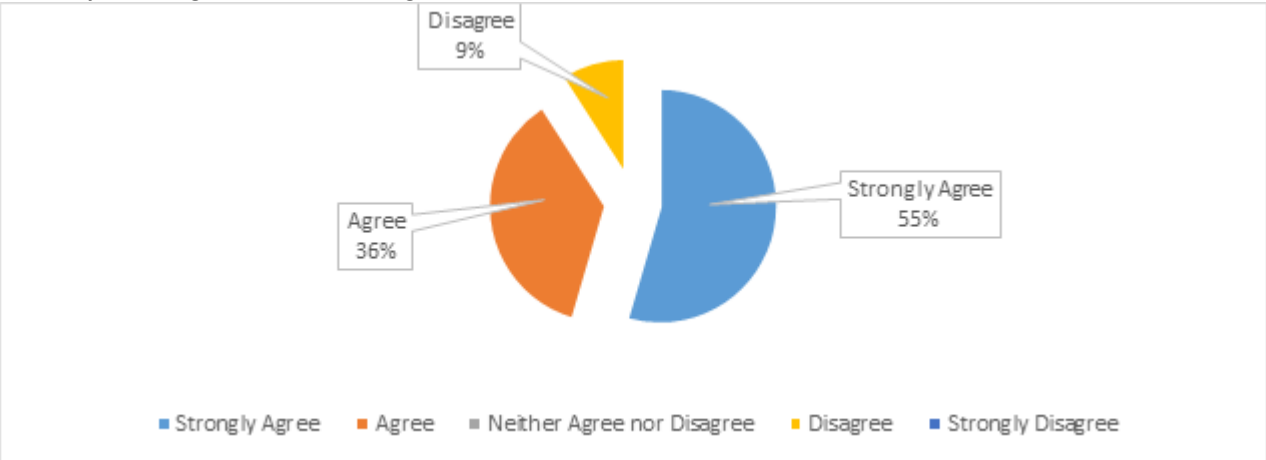
11 questionnaires were completed by 11 pupils, teachers and ALN TAs.
Q1. Do you ensure that teachers and classroom assistant have received the necessary training to teach and support pupils with disabilities?



Comments for Disagree:

- We haven't received any additional support from outside agencies, e.g. Physiotherapy, OT.

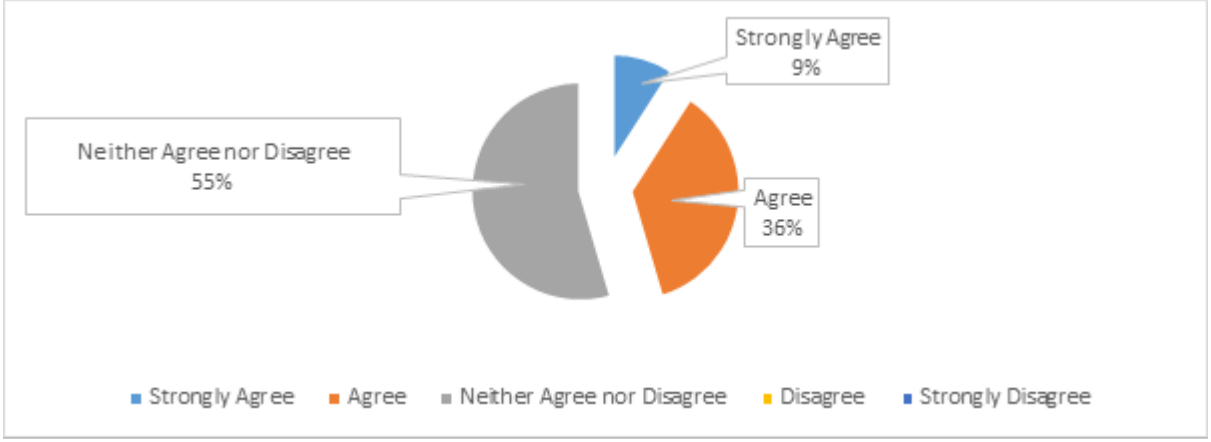
Q2. Are you making the most of Teaching Assistants?



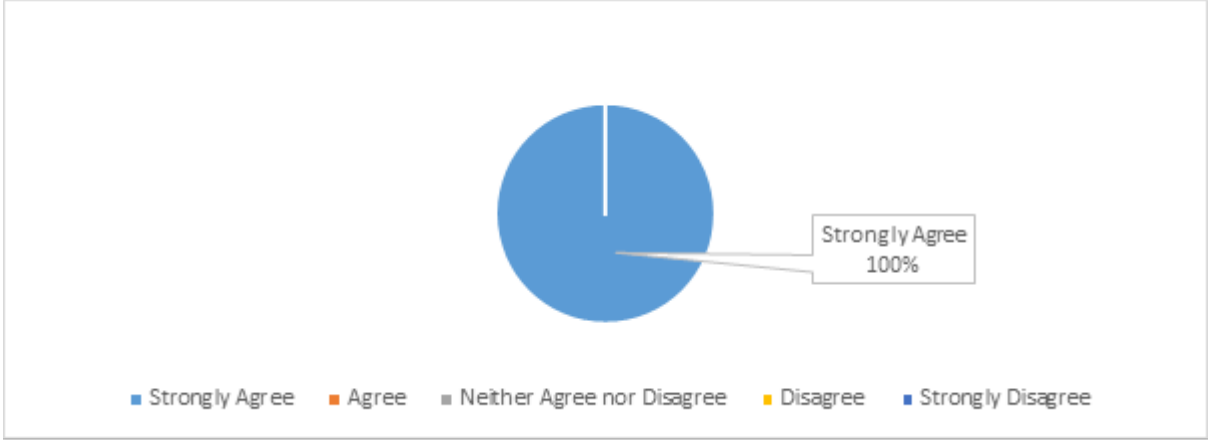
Comments for Disagree:

- We don't have an ALN TA in the afternoon therefore it isn't possible to give fair play to the pupil's physical needs.

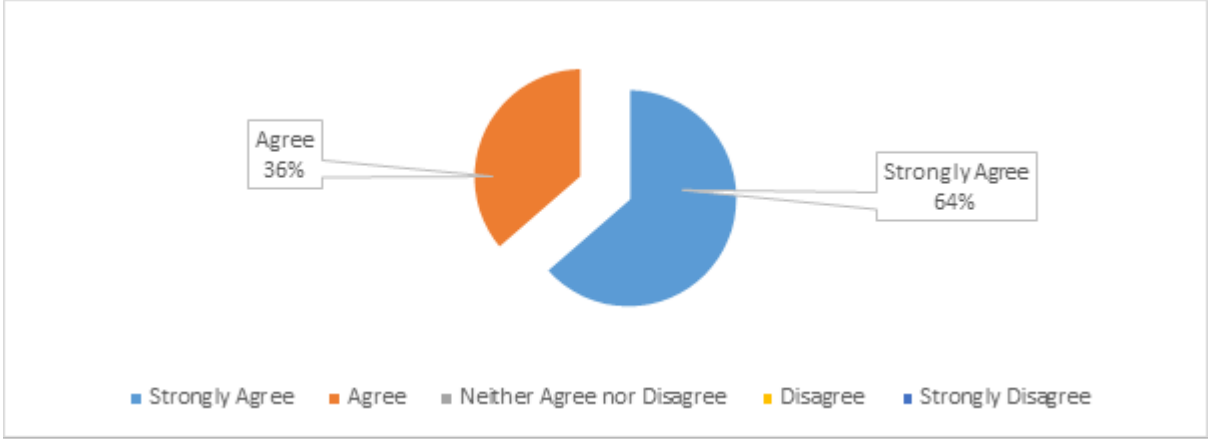
Q3. Are the classes organised in the best possible way for pupils with disabilities?



Q4. Do the lessons respond to pupils' diversity?

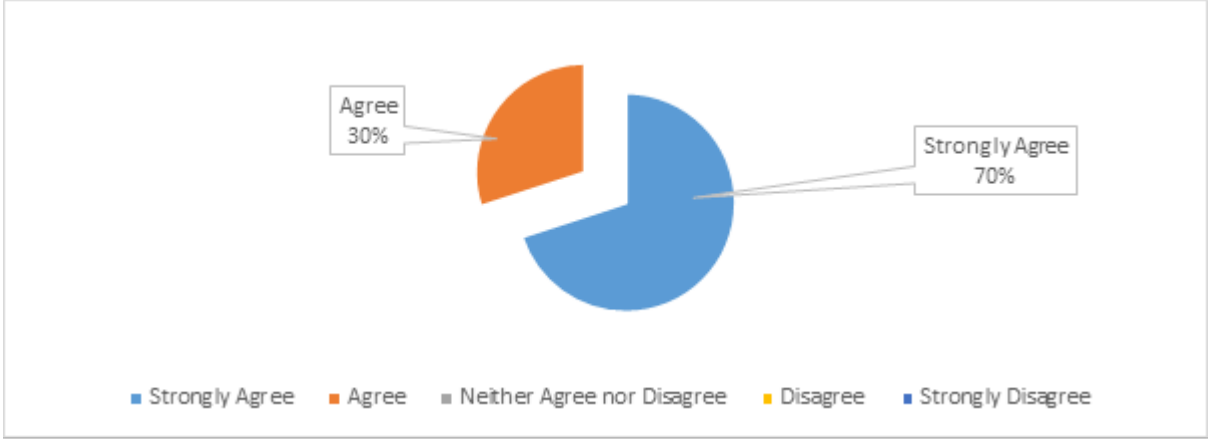


Q5. Are the lessons achievable for all pupils?

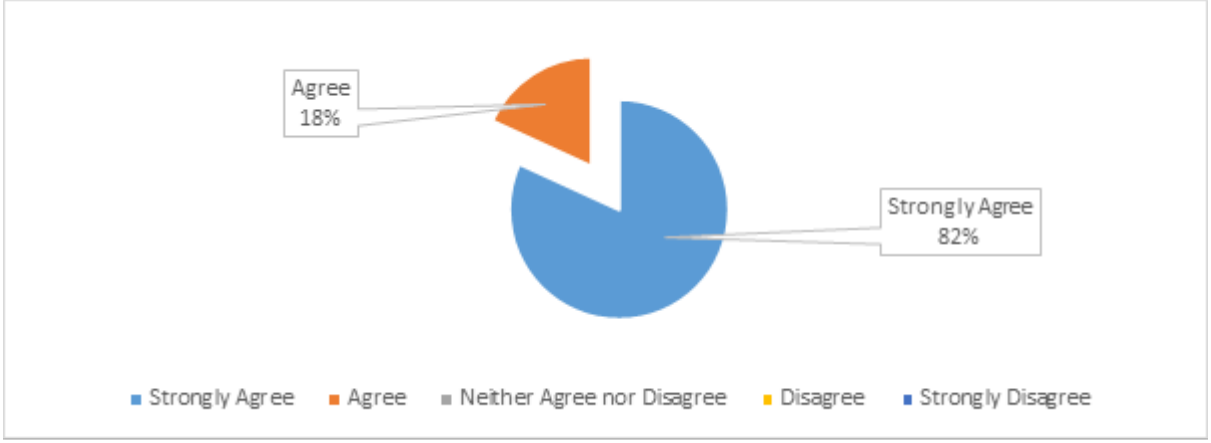


Page Break

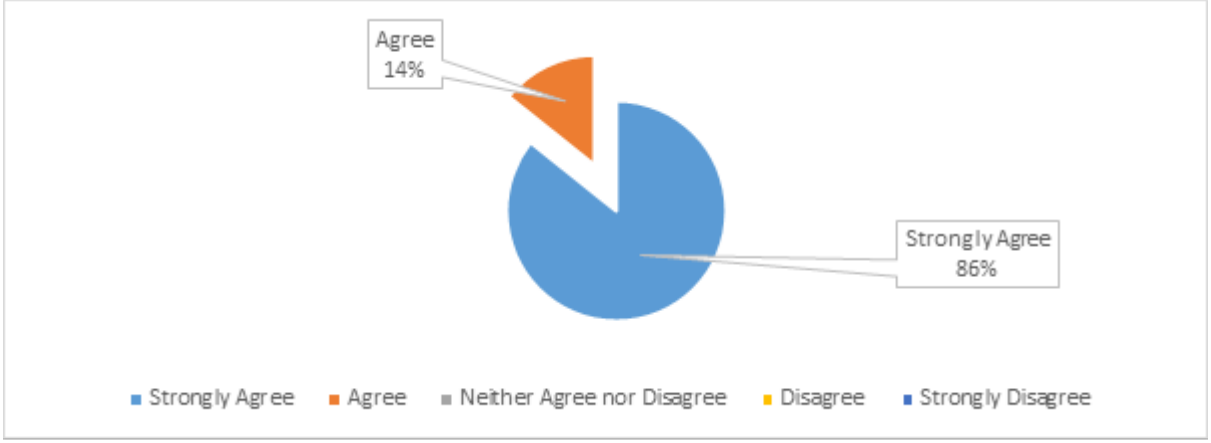
Q6. Do lessons include work to be done by individuals, pairs, groups and the whole class?



Q7. Are all pupils encouraged to take part in physical activities, music and drama?



Q8. Are there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, library use, audio materials, practical tasks and information technology?



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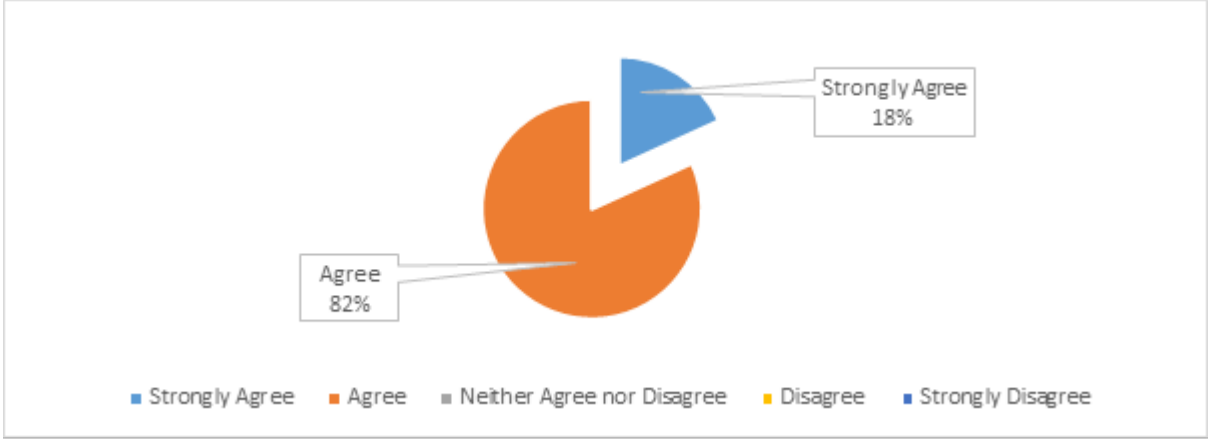
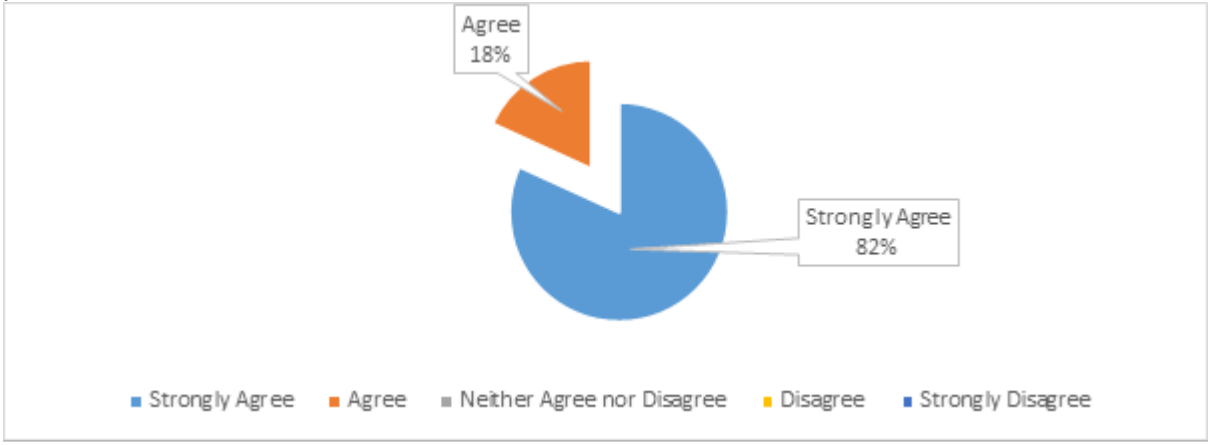
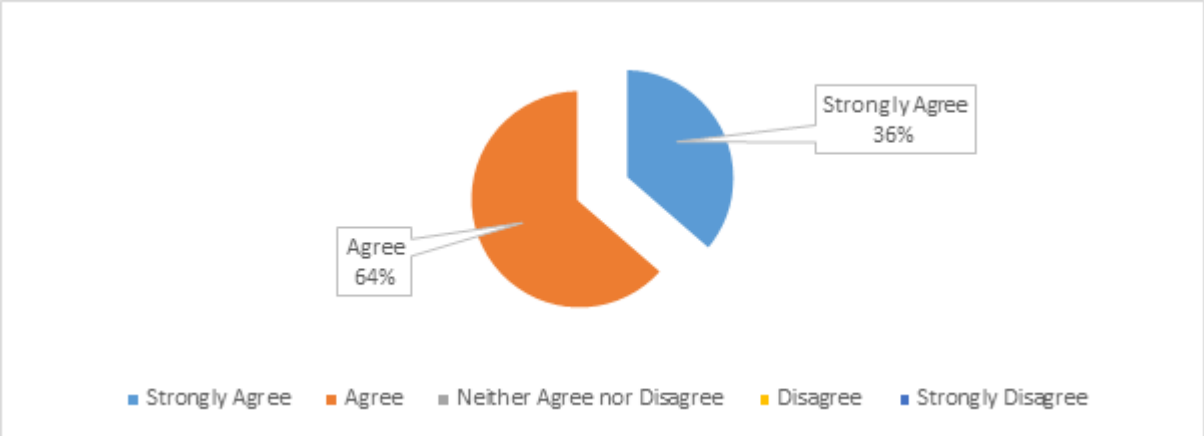
Q9. Do staff recognise and take account of the mental effort made by some pupils who have a disability, e.g. when reading lips?



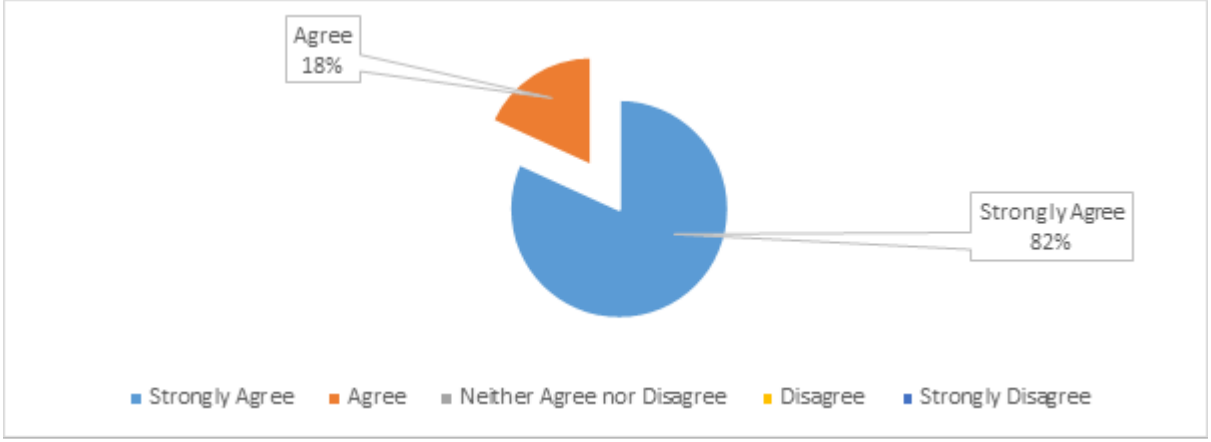
Q10. Do staff recognise and consider the additional time required by some disabled pupils when using equipment for practical work?



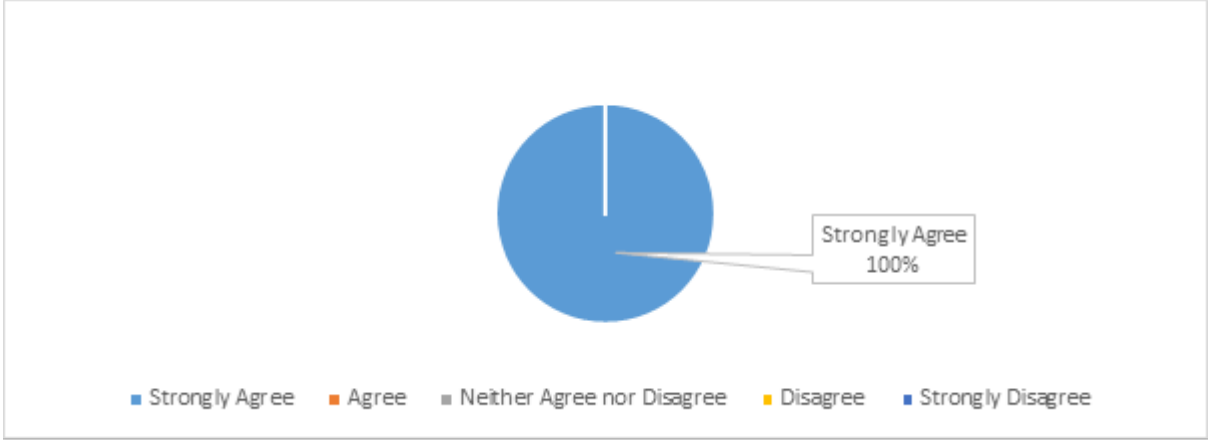
Q11. Do staff provide alternative methods of giving access to experience or understanding of some disabled pupils who are unable to participate in particular activities, e.g. some practice methods in physical education?



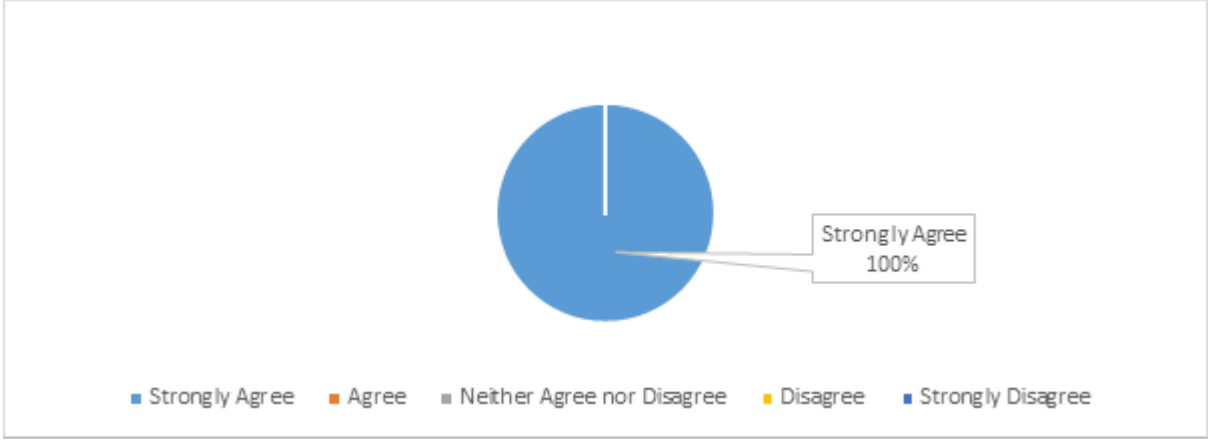
Q12. Do you give pupils with disabilities access to appropriate information technology?



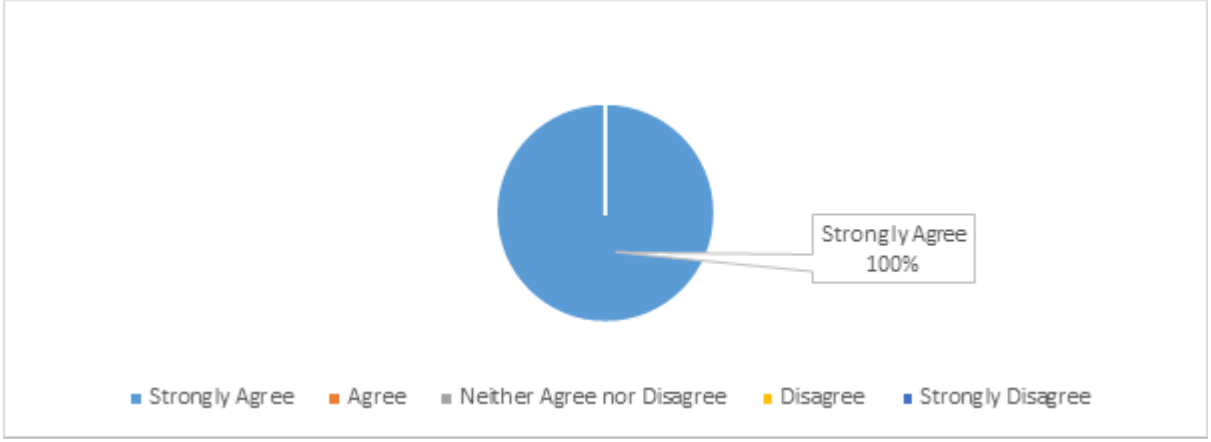
Q13. Does everyone feel welcome?



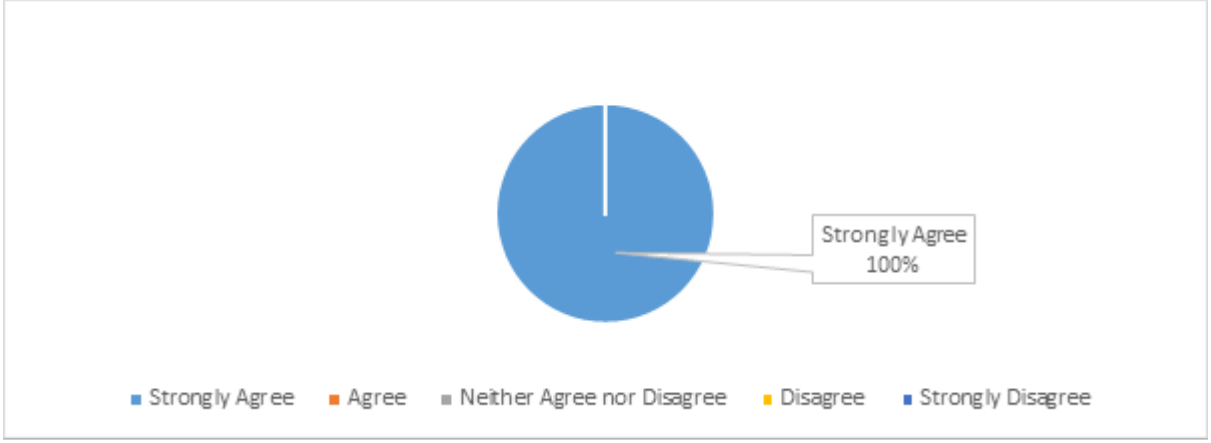
Q14. Are there high expectations for pupils?



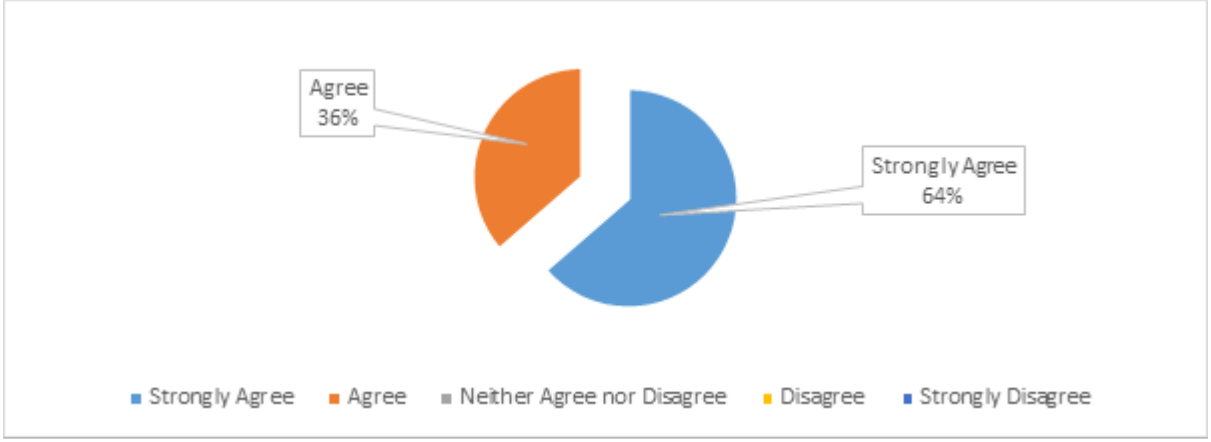
Q15. Do staff, governors and pupils share an inclusive philosophy?



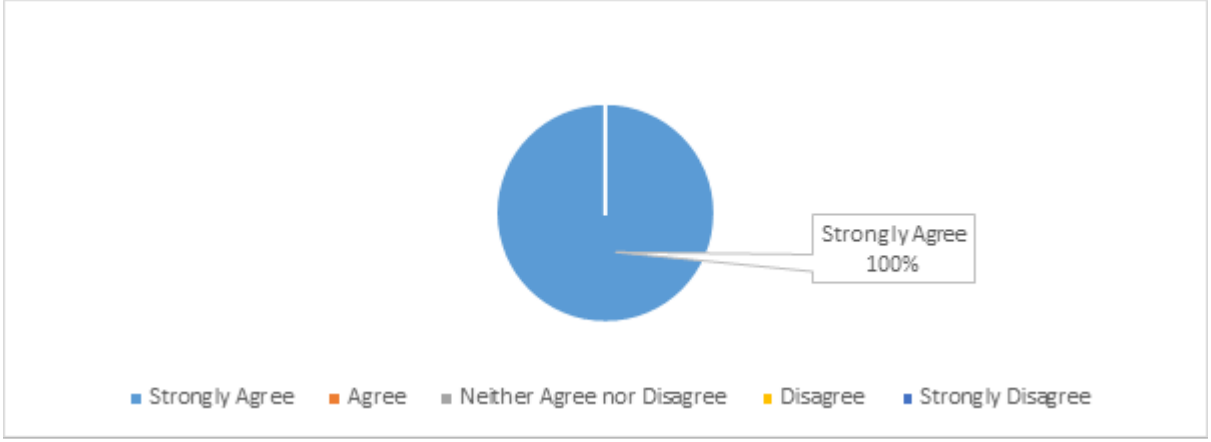
Q16. Are all pupils valued equally?



Q17. Are staff trying to remove all barriers to learning and participation?



Q18. Do you have an accessible entry into the school for visitors?



Wheelchair Use Questionnaire

1 questionnaire was completed by 1 pupil, teacher and ALN TA.

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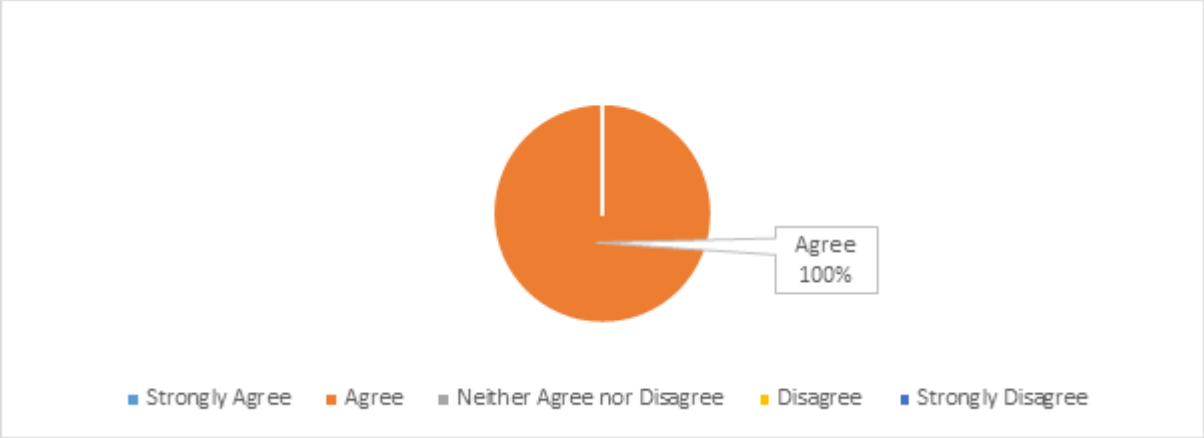
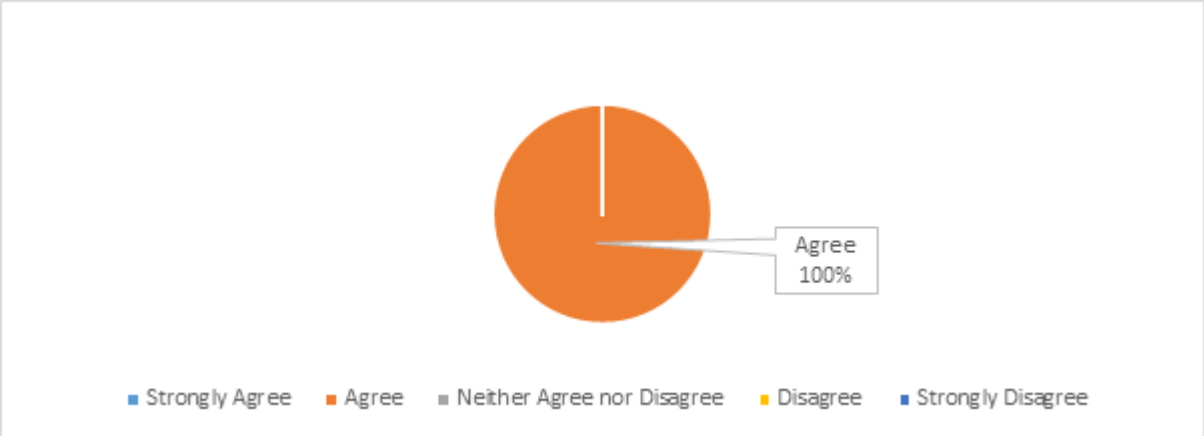


Q2. Are pupils using wheelchairs able to move around the school without facing barriers to access similar to those cause by doors, steps and stairs, toilet and shower facilities?



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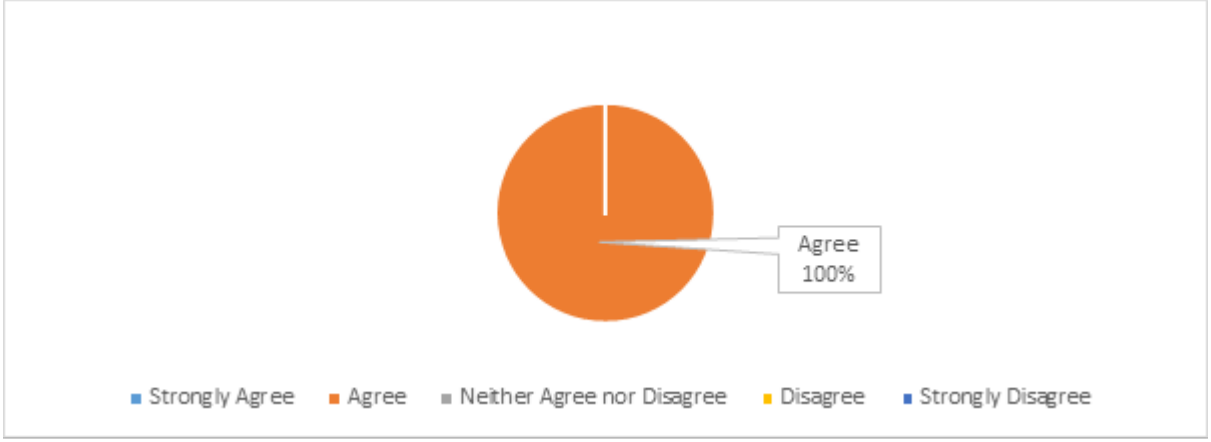
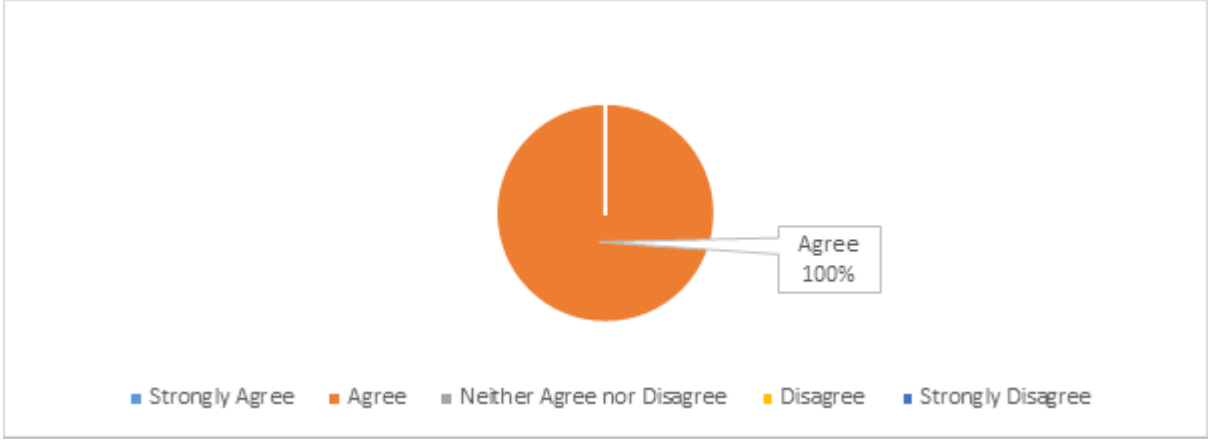


Q4. Are there emergency and school evacuation systems in place to inform ALL pupils, including pupils with ALN and disabilities, including alarms with visual and auditory elements?



Visual Impairment / Hearing Impairment Questionnaire

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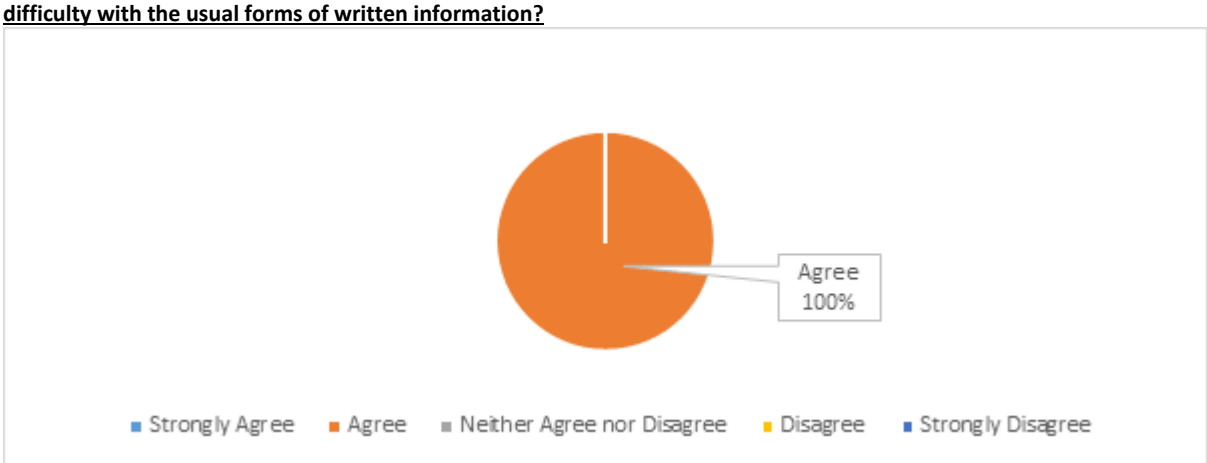

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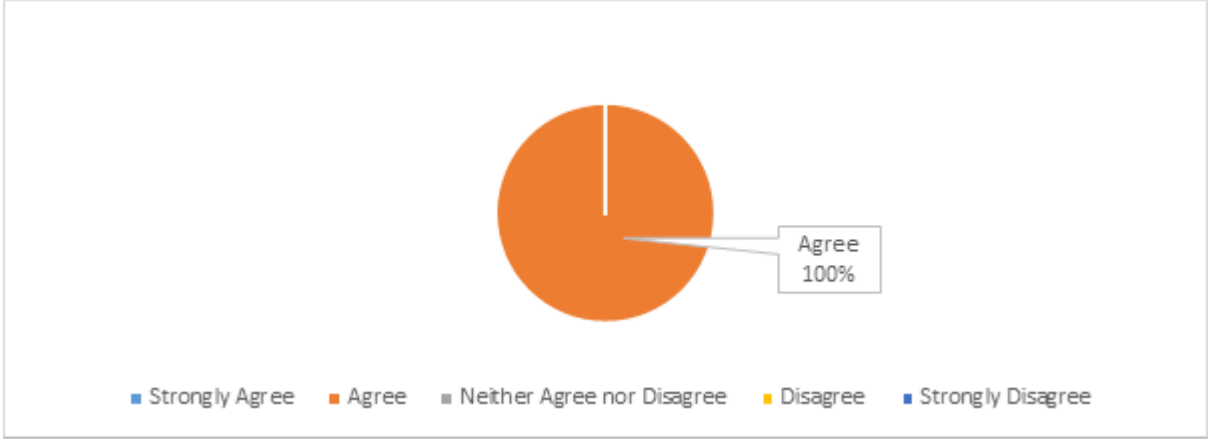
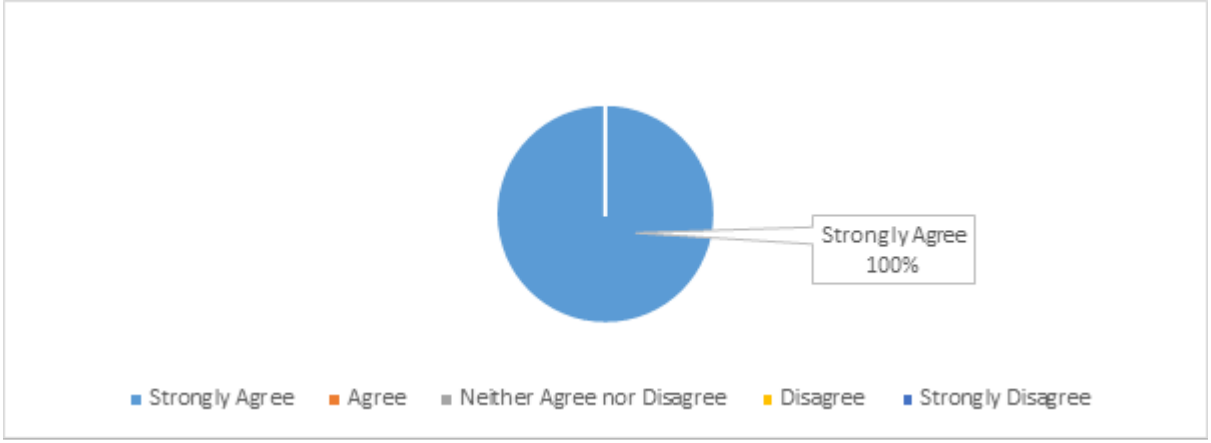
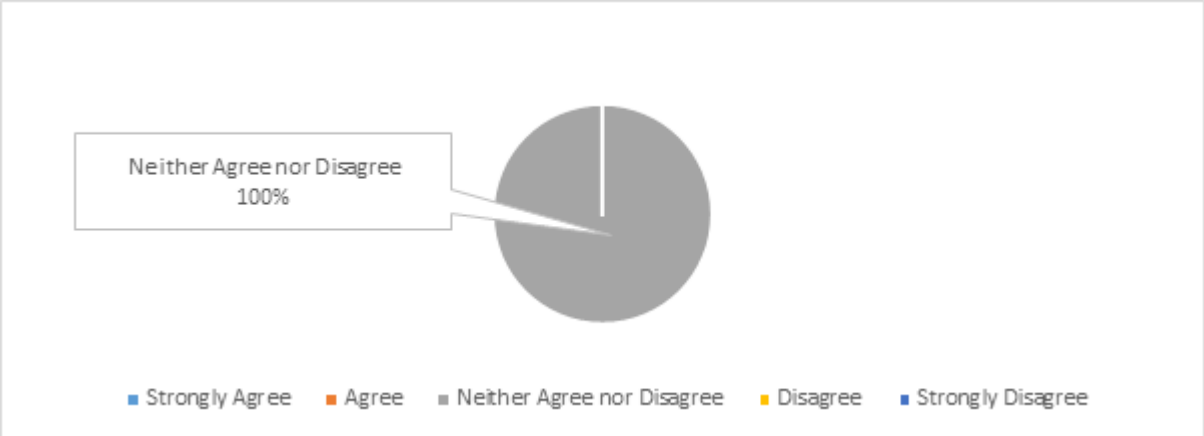


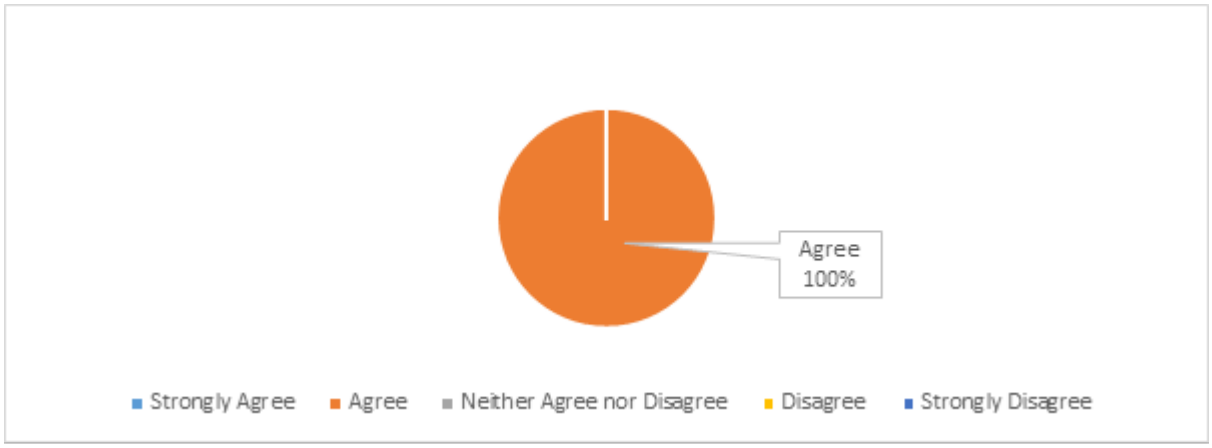
Q3. Do you have facilities to produce written information in fonts of different sizes?



Q4. Do you use RNIB guidelines for producing information written in understandable formats?



Q5. Do you ensure that staff are familiar with the technologies and practice developed to help people with disabilities?


Agree
100%
Strongly Agree
Agree
Neither Agree nor Disagree
Disagree
Strongly Disagree

CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL

Ysgol Cybi

Cynllun Hygyrchedd

Dyddiad wedi ei fabwysiadu gan y Corff Llywodraethu *(bydd hefyd angen cofnodi hyn yng nghofnodion y cyfarfod lle cafodd ei dderbyn a'i fabwysiadu)*	
Cadeirydd y Llywodraethwyr (llofnod) /	
Pennaeth (llofnod)	
Dyddiad adolygu *(3 mlynedd o fabwysiadu, os na fod amodau yn newid*	Tymor yr Haf 2025

CYNNWYS Y DDOGFEN

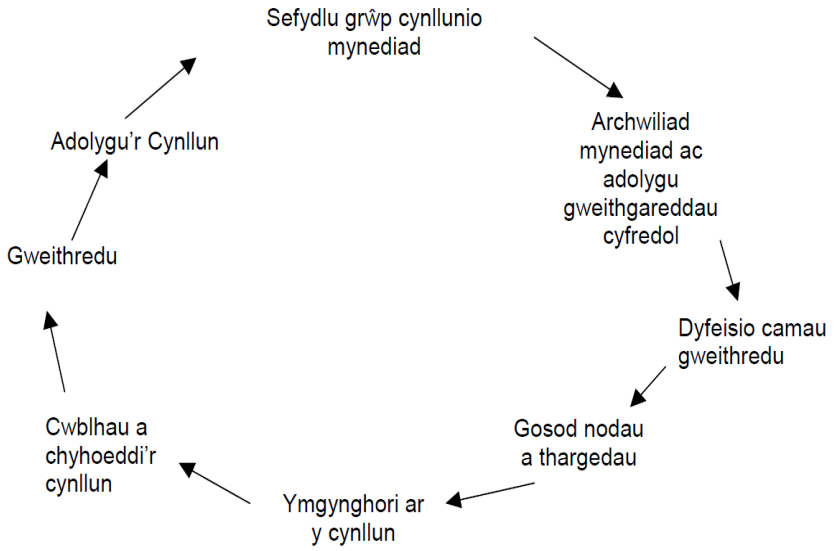
1. Y Cylch Cynllunio
2. Aelodaeth y Grwp Cynllunio
3. Holiadur Archwiliad Mynediad i Ysgolion
    a) Rhan 1: Holiadur Cyffredinol i Bawb
    b) Rhan 2: Holiadur Mynediad Cadair Olwyn
    c) Rhan 3: Holiadur Disgyblion Nam Clyw/Nam Golwg
4. Cynllun Hygyrchedd yr Ysgol

1. Y Cylch Cynllunio

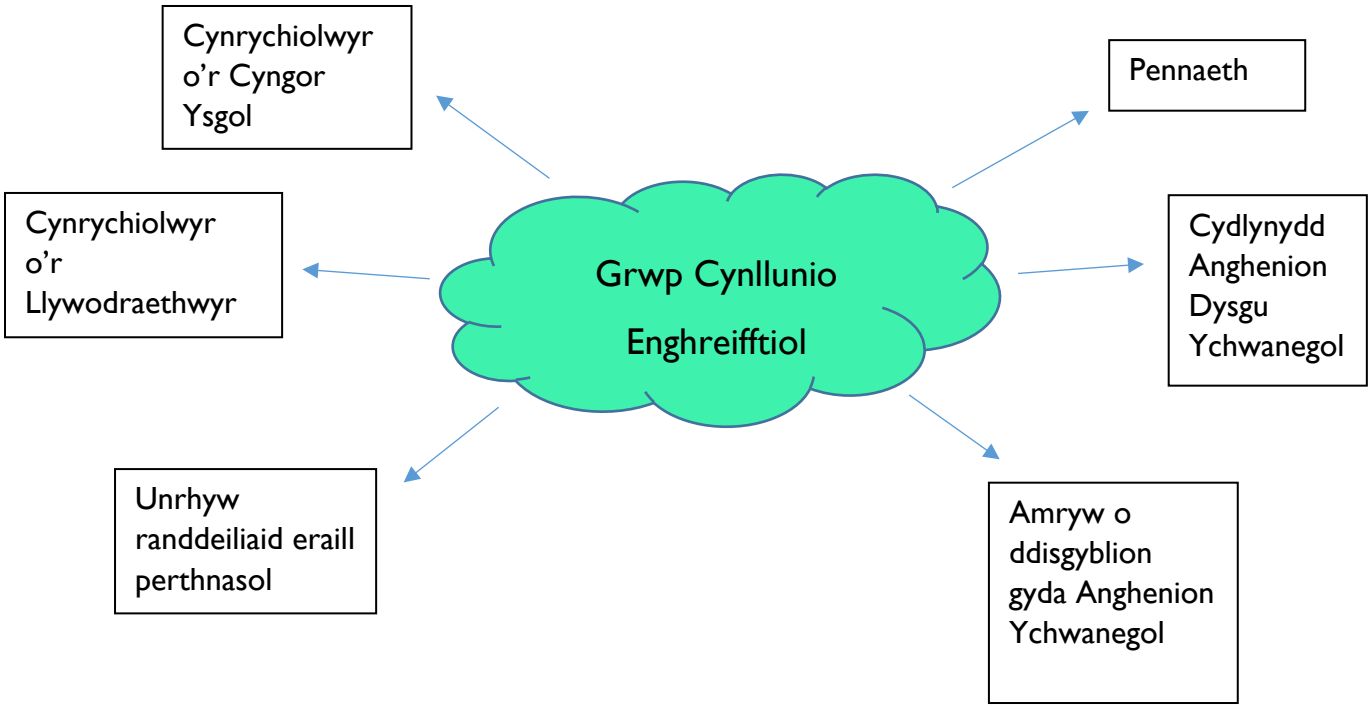
Wrth ystyried y grŵp cynllunio mynediad, dylid ystyried yr holl rhanddeiliaid;

- Disgyblion
- Rhieni
- Staff yr ysgol
- Staff arbenigol
- Staff y cyngor

Y Cylch Cynllunio:



2. Aelodaeth y Grwp Cynllunio



3. Holiadur Archwiliad Mynediad i Ysgolion

Mae'n hanfodol eich bod yn adnabod y rhwystrau i fynediad. Gall rhestr wirio eich helpu gyda'r broses hon.

Mae tair adran i'r rhestr wirio. Yn yr adran gyntaf, gofynnir i chi ystyried a yw'r amgylchedd yn eich ysgol wedi cael ei lunio i ddiwallu anghenion yr holl ddisgyblion, yn cynnwys y rhai ag ADY a/neu anabledd.

Dylid defnyddio'r ail a'r drydedd adran i adnabod sut mae eich ysgol chi yn cyflwyno eu ddeunyddiau cwricwlwm ac ysgrifenedig mewn fformatau eraill, ac i roi darlun cliriach o'r rhwystrau i fynediad sy'n bodoli yn niwylliant yr ysgol. Mae'n bwysig nodi nad yw'r rhestr hon yn cynnwys popeth.

a) Rhan 1: Holiadur Cyffredinol i Bawb.

Cwestiynau:	Cytuno'n Gryf	Cytuno	Ddim yn cytuno nac yn anghytuno	Anghytuno	Anghytuno'n Gryf
Ydych chi'n sicrhau bod athrawon a chynorthwywyr dosbarth wedi cael yr hyfforddiant angenrheidiol i addysgu a chefnogi disgyblion gydag anableddau?					
Ydych chi'n gwneud y gorau o gynorthwywyr dysgu?					
Ydy'r dosbarthiadau wedi'u trefnu yn y ffordd orau bosibl i ddisgyblion gydag anableddau?					
Ydy'r gwersi yn ymateb i amrywiaeth y disgyblion?					
Ydy'r gwersi yn gyraeddadwy i bob disgybl?					
Ydy gwersi yn cynnwys gwaith i'w wneud gan unigolion, parau, grwpiau a'r dosbarth cyfan?					
Ydy'r holl ddisgyblion yn cael eu hannog i gymryd rhan					

mewn gweithgareddau corfforol, cerdd a drama?					
Oes amrywiaeth o weithgareddau, yn cynnwys trafodaeth, cyflwyniad llafar, ysgrifennu, tynnu llun, datrys problemau, defnydd llyfrgell, deunyddiau clywedol, tasgau ymarferol a thechnoleg gwybodaeth?					
Ydy staff yn cydnabod ac yn rhoi ystyriaeth i'r ymdrech feddyliol a wneir gan rai disgyblion gydag anabledd e.e. wrth ddarllen gwefusau?					
Ydy staff yn cydnabod ac yn ystyried yr amser ychwanegol sydd ei angen ar rai disgyblion gydag anabledd wrth ddefnyddio offer ar gyfer gwaith ymarferol?					
Ydy staff yn darparu dulliau amgen o roi mynediad at brofiad neu ddealltwriaeth i rai disgyblion anabl nad ydynt yn gallu cymryd rhan mewn gweithgareddau neilltuol e.e. rhai dulliau ymarfer mewn addysg gorfforol?					
Ydych chi'n rhoi mynediad at dechnoleg wybodaeth briodol i ddisgyblion ag anableddau?					
Ydy pawb yn teimlo eu bod yn cael croeso?					
A oes disgwyliadau uchel ar gyfer y disgyblion?					
Ydy staff, llywodraethwyr a disgyblion yn rhannu athroniaeth gynhwysol?					

Ydy'r holl ddisgyblion yn cael eu gwerthfawrogi'n gydradd?					
Ydy staff yn ceisio dileu'r holl rwystrau i ddysgu a chymryd rhan?					
A oes gennych fynediad hygyrch i mewn i neuadd yr ysgol i ymwelwyr?					

Os rydych wedi nodi ***"Ddim yn cytuno nac yn anghytuno"***, ***"Anghytuno"*** neu ***"Anghytuno'n Gryf"*** yn yr holiadur uchod ar gyfer unrhyw gwestiwn, mae croeso i chi ehangu eich ymatebion isod os rydych yn dymuno:

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Yn yr un modd, os rydych yn dymuno ymhelaethu ar unrhyw fater arall (cwestiwn ble rydych wedi nodi "***Cytuno'n Gryf***" neu "***Cytuno***") yn yr holiadur croeso i chi ymhelaethu isod:

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*Gweler yr atodiad am ganfyddiadau a sylwadau *

b) Rhan 2: Holiadur Defnyddio Cadair Olwyn

Os oes gennych ddisgybl sydd yn defnyddio cadair olwyn yn eich ysgol, cwblhewch yr holiadur isod.

Os nad oes gennych ddisgybl sydd yn defnyddio cadair olwyn yn eich ysgol, ewch i Rhan 3.

Cwestiynau	Cytuno'n Gryf	Cytuno	Ddim yn cytuno nac yn anghytuno	Anghytuno	Anghytuno'n Gryf
Ydy maint a threfn y lleoedd: yn cynnwys yr holl gyfleusterau academaidd, chwaraeon, chwarae; cymdeithasol; y dosbarthiadau; y neuadd; cantîn, llyfrgell, y gampfa a chyfleusterau chwaraeon allanol, meysydd chwarae ac ystafelloedd cyffredin yn caniatáu mynediad i bob disgybl?					
Ydy disgyblion sy'n defnyddio cadeiriau olwyn yn gallu symud o gwmpas yr ysgol heb wynebu rhwystrau i fynediad tebyg i'r rhai a achosir gan ddrysau, stepiau a grisiau, cyfleusterau toiled a chawod?					
Ydy'r llwybrau teithio o amgylch safle 'r ysgol a threfniadau parcio yn ddiogel, y llwybrau'n rhesymegol a chydag arwyddion da?					
Oes systemau brys a systemau gwagio ysgol wedi cael eu sefydlu i roi gwybod i BOB disgybl, yn cynnwys disgyblion ag ADY ac anableddau, yn cynnwys larymau ag elfennau gweledol a chlywedol?					

Os rydych wedi nodi ***"Ddim yn cytuno nac yn anghytuno"***, ***"Anghytuno"*** neu ***"Anghytuno'n Gryf"*** yn yr holiadur uchod ar gyfer unrhyw gwestiwn, mae croeso i chi ehangu eich ymatebion isod os rydych yn dymuno:

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Yn yr un modd, os rydych yn dymuno ymhelaethu ar unrhyw fater arall (cwestiwn ble rydych wedi nodi "***Cytuno'n Gryf***" neu "***Cytuno***") yn yr holiadur croeso i chi ymhelaethu isod:

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*Gweler yr atodiad am ganfyddiadau a sylwadau *

c) Rhan 3: Holiadur Disgyblion Nam Golwg/Nam Clyw

Os oes gennych ddisgyblion gydag anawsterau nam golwg neu nam clyw o fewn eich ysgol, cwblhewch yr holiadur isod.

Os nad oes gennych ddisgyblion gydag anawsterau nam golwg neu nam clyw, ewch ymlaen at y Rhan 4 (sydd yn cynnwys Cynllun Mynediad Enghreifftiol).

Cwestiynau	Cytuno'n Gryf	Cytuno	Ddim yn cytuno nac yn anghytuno	Anghytuno	Anghytuno'n Gryf
Ydych chi'n darparu gwybodaeth mewn print bras, ar dâp sain neu mewn Braille i ddisgyblion neu ddarpar ddisgyblion a allai gael anhawster gyda'r ffurfiau arferol o wybodaeth ysgrifenedig?					
Ydych chi'n sicrhau bod gwybodaeth yn cael ei chyflwyno i grwpiau mewn modd sy'n gyfeillgar i bobl ag anableddau sy'n effeithio ar eu golwg e.e. drwy ddarllen sleidiau uwch daflunydd yn uchel a disgrifio diagramau?					
Oes gennych chi gyfleusterau i gynhyrchu gwybodaeth ysgrifenedig mewn ffontiau o wahanol faint?					
Ydych chi'n defnyddio canllawiau RNIB am gynhyrchu gwybodaeth ysgrifenedig mewn fformatau dealladwy?					
Ydych chi'n sicrhau bod staff yn gyfarwydd â'r technolegau a'r ymarfer a ddatblygwyd i helpu pobl ag anableddau?					

Os rydych wedi nodi ***"Ddim yn cytuno nac yn anghytuno"***, ***"Anghytuno"*** neu ***"Anghytuno'n Gryf"*** yn yr holiadur uchod ar gyfer unrhyw gwestiwn, mae croeso i chi ehangu eich ymatebion isod os rydych yn dymuno:

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Yn yr un modd, os rydych yn dymuno ymhelaethu ar unrhyw fater arall (cwestiwn ble rydych wedi nodi "***Cytuno'n Gryf***" neu "***Cytuno***") yn yr holiadur croeso i chi ymhelaethu isod:

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*Gweler yr atodiad am ganfyddiadau a sylwadau

4. Cynllun Hygyrchedd yr Ysgol

Ffactorau a ystyriwyd wrth lunio'r cynllun hwn:

1) Cynnal archwiliad o safle'r ysgol mewn perthynas â mynediad.
2) Ystyried dulliau cyffredinol o wella mynediad.
3) Ystyried anghenion unrhyw blant ag anableddau sydd yn yr ysgol;
4) Cynllun Cydraddoldeb yr Ysgol.

Mae adolygiad parhaus yn hanfodol er mwyn monitro gweithrediad ac effeithiolrwydd y cynllun, gan ystyried unrhyw newidiadau o ran mynediad ac anghenion y disgyblion.

Gweler isod ein Cynllun Hygyrchedd:

	Targedau	Strategaethau	Canlyniad	Amserlen	Nodau a Gyflawnwyd
Tymor Byr					
Tymor Canolig					
Tymor Hir					

ATODIAD 2 // APPENDIX 2

6/4/22

Tim Rheoli (o'r cofnodion) // Leadership Team (from minutes)

- Fel rhan o ymgynghori ar bolisi hygyrchedd yr ysgol rhoddwyd gyfle i'r Tim Rheoli ymateb i'r cynnwys.

- Fel ysgol newydd, roedd yr aelodau yn gytun fod bron y cyfan o'r hyn oedd yn gynwysiedig yn y polisi hygyrchedd wedi ei ystyried yn ofalus cyn/wrth adeiladu.

- Codwyd bod yna ganllawiau newydd diweddar mewn perthynas a cadeiriau olwyn a rhagofalon tan iw hystyried.

- Codwyd hefyd bod y gofod parcio anabl yn cael ei gymryd gan rhai sydd ddim o'i angen ar brydiau.

ARGYMHELLION: *GWELER 'Cynllun Hygyrchedd Ysgol'*

- As part of the consultation on the school's accessibility policy the Management Team was given an opportunity to respond to the content.

- As a new school, members agreed that almost all of what was included in the accessibility policy had been carefully considered before / during construction.

- It was raised that recent new guidelines in relation to wheelchairs and precautions were under consideration.

- It was also raised that the disabled parking space is taken up by those who do not need it at times.

RECOMMENDATIONS*: SEE 'School Accessibility Plan'*