Llwynypia Primary School

Accessibility Plan

2024 - 2025

LLWYNYPIA PRIMARY SCHOOL – EQUALITY OBJECTIVES					
Equality Strand	Objective/Action	How will the impact of the action be monitored?	Responsibility for monitoring.	Timeframe	Success Indicators
Protected Characteristics	To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups. Publish and promote Equality Policy through school website, newsletters and staff meetings.	Specific question regarding equality to be added to parent survey. Invitation for parents to respond to published document.	HT GB	Annually.	All staff familiar with principles of the policy and use them when planning lessons and creating classroom displays. Parents are aware of policy and have communicated interest/amendments.
Protected Characteristics	Monitor and analyse pupil achievement by protected characteristics act on trends/patterns in the data that require additional support in order to narrow the gap.	Achievement data analysed by protected characteristics.	HT SLT	Termly in pupil progress meetings.	Analysis of teacher assessments/annual data indicates the gap is narrowing for equality groups.
Protected Characteristics	Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity.	Increased pupil participation confidence and achievement levels.	Phase leaders	September 24 to September 25	Increase in participation and confidence of targeted group.
Protected Characteristics	Ensure that all displays in classrooms and corridors reflect the diversity of the community we deserve.	Increase in pupil participation, confidence and positive identity – monitor through PHSE/Wellbeing	Phase leaders	Ongoing	More diversity reflected in school displays across all year groups.

Protected Characteristics	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school Senedd by election class assemblies etc.	School Senedd representation monitored by gender, race and disability.	Senior Leadership Team & RP	Ongoing	More diversity in school council membership.
Racial Equality	Ensure racial incidents are reported, monitored and acted upon effectively.	Headteacher and Governing Body will assess the impact of the school's response to incidents, i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified are pupils/parents satisfied with outcomes?	HT & Governing Body	Reporting termly	All staff aware of and respond to racial incidents. Consistent nil reporting is challenged by Governing Body.
Gender Equality	Continue initiative to encourage girls to take up sport outside the curriculum requirements, including football, cricket and rugby to ensure participation rates more reflective of school population.	Increased participation of girls in sports clubs and extra-curricular activities.	JK LC RP	September 24 to September 25	More girls take up after school sport.
Disability Equality	Promote Governor vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective.	Governing Body	When vacancies occur.	Increased number of applications from disabled candidates. Increased number of disabled Governing Body members.

Racial	Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs. Involve representatives from a range of these to participate in our celebrations.	Survey of participant and stakeholder	Governing Body & Senior Leadership Team	September 24 to September 25	Increased awareness of different communities, beliefs and ethnicity as evidenced via survey analysis.

LLWYNYPIA PRIMARY SCHOOL – ACCESSIBILITY PLAN					
Equality Strand	Objective/Action	How will the impact of the action be monitored?	Responsibility for monitoring.	Timeframe	Success Indicators
Access to curriculum	To increase access to the curriculum, physical and written environment through the delivery of the school's Accessibility Plan.	Monitor via pupil progress review meetings.	ALENCo HT	On going	Pupils make progress from starting points.
	Teachers/LSAs to differentiate work in the light of reports above.	School's monitoring policy.	SLT	On going	Pupils make progress from starting points
	Teachers/LSAs work collaboratively with outside agencies and advise all support staff accordingly.	School's monitoring policy.	ALENCo HT	On going	Pupils make progress from starting points
Access to physical environment	Needs of all stakeholders with disabilities will be considered in planning and undertaking any refurbishment or environment improvements.	Any plans include adaptations.	Local Authority Governing Body Headteacher	On going	Pupils make progress from starting points
	Clear signage in all areas of the school.	Termly check.	H & S team. HT	On going	Easy access to physical environment.
Access to written environment	Visual support in place in all areas of the school.	Learning walk	ALENCo HT DHT	On going	Clear and accessible written/pictorial information for all learners.
	User friendly language in place for all communication.	Parental feedback	ALENCo HT	On going	Clear and accessible written/pictorial information for all learners.
	Communication translated into main community languages.	Parental feedback	ALENCo HT	On going	Clear and accessible written/pictorial information for all.