



**YSGOL CAMBRIAN ACCESSIBILITY PLAN
3 YEAR PERIOD COVERED BY THE PLAN:
2026-2029**

Initiated by:	SLT
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Signed: Bob Harris Chair of Governors

Signed:  Executive Headteacher



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EQUITY AND **EXCELLENCE** IN **EDUCATION**
AND **ENHANCED WELLBEING** FOR ALL

Rhondda Cynon Taf CBC Education and Inclusion Services Directorate

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Please note - where this document states the term "parent" it refers to any such person(s) or body that has legal responsibility.

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Foreword

At Ysgol Cambrian we fully recognise our duties and responsibilities to eliminate discrimination and promote equality for all learners, employees, members of the school community and service users regardless of protected characteristics.

We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation of individuals with protected characteristics as set out in the 2010 Act.

Our Accessibility Plan has been informed by the views of our learners, parents, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and complements and supports the Equality Objectives set out in the school's Strategic Equality plan.

The Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a specified timeframe and anticipating the need to make reasonable adjustments to reduce and eliminate identified barriers to accessibility.

The school and governing body, will collect, analyse and publish information about our progress in achieving our improvement priorities as outlined in the Plan. These will be shared and published so that there is transparency and accountability. We will also aim to engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals with disabilities in our school and to members of our school community.

Aron Bradley
EXECUTIVE HEADTEACHER

CHAIR OF GOVERNORS

Section 1: Introduction

Our school mission is aligned with the principles of the Equality Act (2010) 'Working and learning together to promote excellence and enrich lives' and ensures that diversity is celebrated in our community school.

Our school aims to treat pupils and the whole school community fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind. Our school promotes equality of opportunity for persons with a disability and, by promoting a positive ethos, aim to eliminate discrimination related to disability.

Schools are required under the Equality Act 2010 to have an Accessibility Plan.

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan. The Plan is subject to a rigorous monitoring and evaluation framework.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Section 2: Key Objective of the Accessibility Plan

The purpose of the Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, prospective pupils, staff, volunteers and visitors with a disability.

The Accessibility Plan has been developed around three planning duties to identify improvement priorities relating to how our school will:

- Increase the extent to which disabled pupils can participate in the curriculum;
 - Improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services;
 - Improve communication with disabled pupils along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them or their parents.
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Section 3: Legislation and Guidance

The Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010 which places a statutory duty upon schools to prepare an Accessibility Plan at least every three years.

The Equality Act defines an individual as disabled if they have:

- a) a **physical or mental** impairment, and
- b) the impairment has a **substantial and long-term** adverse effect on their ability to carry out normal day-to-day activities.

Under the Act, 'substantial' is defined as an adverse effect that is greater than having a minor impact and 'long-term' is defined as a year/12 months or more.

Schools have a duty to provide reasonable adjustments which will enable pupils with disabilities to participate fully in their education at school and enjoy the other benefits, facilities and services/activities that school provides alongside non-disabled peers.

Section 4: Roles and Responsibilities

GOVERNING BODIES

To ensure compliance with the Act, the governing body:

- ensures that the school publishes its three year accessibility plan;
- makes appropriate arrangements to monitor the plan's progress and effectiveness on at least an annual basis and issue a new plan on a rolling three-year basis;
- publishes information about the plan in the governors' annual report to parents;
- works in partnership with school leaders to complete the Accessibility Audit Tool for school and pre-school settings to inform the Accessibility Plan;
- undertakes regular training in disability equality issues and inclusion.

In order to meet its reporting responsibility, the governing body reports on the progress of the Accessibility Plan annually, as part of its Annual Report to Parents.

SENIOR LEADERSHIP TEAM

Senior Leaders in our school promote accessibility and eliminate discrimination by undertaking a cycle of development, implementation and review of their accessibility plan as follows:

- Auditing/Reviewing the outcomes of previous plans and completing an Accessibility Audit Tool to identify barriers to accessibility.
- Consulting with a range of stakeholders.
- Ensuring that the plan clearly identifies the school's short, medium and long-term desired outcomes and improvement priorities with clear implementation arrangements and timescales.
- Set specific and measurable targets/goals with clear timescales for evaluation.
- Implementing the accessibility plan and allocating adequate resources to support its implementation.
- Ensuring that a framework is in place, with an annual review of the plan in consultation with stakeholders to evaluate its success.
- Ensuring that all staff are aware of the Accessibility Plan, receive regular training in disability equality issues and inclusion and promote equality of access and opportunity for disabled learners.

Section 5: Engagement

The Ysgol Cambrian Accessibility Plan has been developed through consultation with pupils, parents, staff, governors and other relevant stakeholder that contribute to the whole school community.

An extensive range of different engagement activities have been undertaken to inform strategic plans. These include:

- An analysis of the survey responses or focus groups feedback on equality issues from a range of stakeholders including learners, parents, staff, governors and the wider community. Some consideration was given to the analysing information according to protected characteristics to inform strategic planning;
- Learner voice activities and school council feedback;
- An analysis of school complaints;
- Feedback provided from parental consultation events and workshops;
- Feedback from annual review processes; and
- Outcomes from community cohesion events and activities.

When consulting, important consideration has been given to the most effective and reliable means of gathering information. Interpretation facilities have been put in place for those for whom English is an additional language or are newly arrived in

this country. Modified materials and accessible formats have also been used to ensure accessibility for those with disabilities or ALN.

Section 6: Information from Pupil Data and School Audit

To inform the preparation of our Accessibility Plan, we have undertaken a review of the progress made in relation to the improvement priorities and actions identified in our previous accessibility plan. In addition, we have used the RCT Accessibility Audit Tool to identify remaining barriers to accessibility and to inform specific and measurable actions we can take to address them.

The school's self-evaluation and school improvement planning processes have also informed the Plan and include analysis of pupil data where relevant

Section 7: Staff Professional Learning

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Specific training needs in this area are identified and addressed during the performance management process. This is routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in the school.

Section 8: Publishing and Monitoring Outcomes

The school provides a report detailing the Accessibility Plan and its evaluation of it to the governing body on an annual basis. Information is also detailed in the Governors' Annual Report to Parents. The Plan and its evaluation is shared with parents.

The Accessibility Plan is monitored by the governing body. The local authority may request a copy of the Plan at any time.

Please see Appendix 1 for the improvement priorities and associated actions that our school has identified in our Accessibility Plan.

Section 9: Links with other Policies/Plans

The Accessibility plan is linked to the following documents and policies:

- Strategic Equality Plan
- ALN Policy
- Supporting pupils with Healthcare Needs Policy
- Curriculum Policy
- Health and Safety Policy
- Anti-bullying Policy.

Section 10: Strategic Leadership

The lead for the Accessibility Plan in Ysgol Cambrian is Mrs. Nicola Clark. Further information can also be provided by the Executive Headteacher if required.

Ysgol Cambrian
ACCESSIBILITY PLAN FOR 2026-2029

Date of Issue: Autumn 2026
First review of the Accessibility Plan: Autumn 2027
Final Review of the Accessibility Plan: Autumn 2028

Improvement Priority 1: Improving access to the curriculum							
Outcome	Action to ensure outcome	Person responsible	Long, medium or short-term	Completion date	Costings & resources	Monitoring & evidence	Impact statement/ evaluation
Liaise with local authority / feeder providers to review potential new pupils	Identify the appropriate strategies and access relevant support as part of the admission process	ELT / SLT	Short Term	Ongoing	£0	Review yearly relevant procedures / equipment / strategies in place ahead of admission for new pupils	
Review all statutory policies to ensure that they reflect inclusive practice and procedures	Comply with the Equality Act 2010	ELT / SLT / Teachers / TAs	Short Term	Ongoing	£0	Policies checked and ratified by Governors	
Establish close liaison with parents & carers through the wellbeing centre	Ensure collaboration and sharing between school and families	ELT / SLT / Wellbeing officer / Teachers / TAs	Short Term	Review Yearly Reviewed ½ termly with SLT through coaching sessions	Wellbeing Lead Salary Funding -Family fun days and wellbeing events.	Intervention Coaching sessions ½ termly	

					Authorised through SLT		
Establish close liaison with outside agencies for pupils with on-going health needs	Ensure collaboration between all key staff and agencies; CAMHS, pediatricians, OT, physio, SALT, social services	ELT / SLT / Teachers / TAs	Short Term	Reviewed termly through Strategic and operations therapies meetings	SLA – Physio/Nursing	Minutes from strategic and Operational Therapies meetings	
Ensure full access to the curriculum for all pupils	Monitor the enhanced SLA for physiotherapy Monitor the enhanced SLA for SALT Implement an enhanced SLA for Occupational Therapy Utilise the expertise of school staff Thrive Behaviour support Utilise expertise of specialist advisory services [HI/VI] CPD for staff Fully differentiated curriculum Effective deployment of support staff ICT activities to support curriculum Use of interactive ICT equipment	ELT / SLT / Teachers / TAs / Ed Psych	Short Term	Ongoing		Specific equipment sourced from OT where appropriate (e.g., sensory regulation aids), Physio [MOVE programmes] Review of impact of whole school provision map All pupils supported and accessing the school curriculum Advice taken and strategies evident in classroom practice through lesson observations	

Review and evaluate the attainment of all pupils	Teacher and TA meetings Updating of pupil progress using B Squared assessment profiles, PLPs, annual review meetings Scrutiny of assessment system Regular discussion with parents and external agencies	ELT/AHT's/HoS/Teachers/TA's/Governors	Medium Term	Termly Review	£0	Progress made towards PLP targets Provision mapping showing clear steps and progress made	
Monitor attainment of all groups of learners according to groups of disability, MAT, CLA, gender	PLP database / data analysis Intervention programmes to support specific pupil needs	ELT/HOS/Teachers/TAs	Medium Term	Termly	£0	All pupils make proportionate progress	
Promote the engagement of all pupils in classroom activities Take into account the variety of learning styles when teaching	Within the curriculum, the school aims to provide full access to all aspects of the curriculum providing: <ul style="list-style-type: none"> • Attention autism strategies to develop engagement • Intensive interaction strategies to develop shared attention Use appropriate communication strategies to support pupils needs	ELT/HOS/Teachers/TAs	Medium Term		Termly and weekly class budgets: £100/500 per class £20 weekly	Variety of learning styles and multi-sensory activities evident in lesson planning and in the classroom. Ensuring that the needs of all pupils, parents and staff are represented within the school.	

Deliver findings to the governing body	Finance, health & safety/premises, and standards committees to receive regular updates during termly meetings	ELT/HOS/SLT/Go vs	Medium Term	Termly gobs meetings	£0	Governors fully informed regarding provision and progress	

Improvement Priority 2: Improving access to the school site/physical environment							
Outcome	Action to ensure outcome	Person responsible	Long, medium or short-term	Completion date	Costings & resources	Monitoring & evidence	Impact statement/ evaluation
Improve physical environment of classrooms	The school will take account of the needs of pupils, staff, and visitors with physical difficulties and sensory impairments when planning/undertaking future improvements and refurbishments of the site – suspended ceilings to reduce sound	ELT	Medium Term	Ongoing	Maintenance Cost	Enabling needs to be met where possible	
Ensure all pupils with a disability can be involved	Highly effective teachers planning. Accessible curriculum activities for all pupils. Residential stays should encourage the involvement of all pupils where appropriate.	All staff	Short Term	Ongoing	Class weekly/termly budgets £100/500 £20 weekly	Enabling needs to be met where possible	
Ensure that the medical needs of all pupils are met fully within the capability of the school	Rigorous admissions process; liaise with external stakeholders; identify staff training needs and establish individual protocols/health care	All staff	Short Term	Ongoing	SLA's Health	Ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's educational experience	

	plans where needed						
Improve community links	Continue to build strong links with schools in cluster. Establish a positive partnership with other special schools within RCT.	ELT/teachers	Medium Term	Ongoing	£0	Improve opportunities for integration for Ysgol Cambrian pupils in mainstream settings Improve community cohesion	
Develop partnership links with the PREVENT partnership stakeholders	Establish a positive partnership with the PREVENT officer in local authority. Attend relevant meetings/training to access services/information available to the school.	ELT/HOS/SLT/Go vs	Medium Term	Ongoing	£0	Improve awareness of the support available for school, pupils, parents and carers	
Ensure highly visible markings used to ensure the safety of pupils/students with a visual impairment?	Ensure that the premises improvement plan schedule is used to highlight areas of development or repair	ELT/Site Manager	Medium Term	Ongoing	Maintenance Costs	Inclusive pupil-friendly environment established and maintained	
Continue to develop outdoor spaces and facilities	Explore appropriate funding opportunities. Review, update and evaluate the annual premises improvement plan	Whole school approach ELT/Site Manager	Long Term	Ongoing	Maintenance Costs	Inclusive pupil-friendly environment established and maintained	
Ensure roads, paths and walkways around the school are as safe and accessible as	Ensure that the premises improvement plan schedule is used to Highlight areas of	ELT/Site Manager/SLT	Long Term	Ongoing	Maintenance Costs	No accidents	

possible	development or repair. Liaise with the local authority regarding the lack of footpath from the pedestrian walkway/car park to the leisure centre						
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Improvement Priority 3: Improving access to information							
Outcome	Action to ensure outcome	Person responsible	Long, medium or short-term	Completion date	Costings & resources	Monitoring & evidence	Impact statement/ evaluation
Ensure that all pupils have access to the full curriculum	Regular parental/carer communication Individualised multi-sensory teaching strategies used where appropriate	ELT/HOS/Teachers/TAs	Short Term	Ongoing	Staffing costs Class budgets	All children are fully engaged in the school curriculum	
Enable improved access to written information for pupils, parents and external stakeholders	Raising awareness of font size and page layouts to support pupils and parents with visual impairments. Auditing signage around the school to ensure that it is all accessible.	ELT/HOS/Teachers/TAs	Short Term	Ongoing	Printing costs	Access to written information improved for all Provide access to a range of parent leaflets of a variety of topics	
To ensure that all parents are offered a consistent method of communication with school	Incorporate within the school pre-admission meeting the agreed methods of communication; home school communication book, telephone conversations, twitter To utilise the Text2parents system effectively to communicate with	ELT/HOS/Teachers/TAs	Short Term	Ongoing	Home to School Books	Effective communication between school and home	

	parents						
Review every pupil's records to ensure school's awareness of any change in disabilities	Annual reviews/PCP/PLP consultations/parent's evenings – updated regularly as per the whole school calendar Medicine records updated regularly and monitored by the school nurse	HoS/school nurse	Medium Term	Ongoing	£0	All staff are fully aware of the disabilities of all pupils	
Ensure there is appropriate arrangements in place for transition of pupils into and out of the school	Effective admission meetings on entry; education and health needs considered Support for post 19 transition pupils	ELT/SLT school nurse	Medium Term	Ongoing	£0	Effective transition into school Pupils & parents supported post 19 transitions	
School record keeping systems to be reviewed and improved, where appropriate in line with GDPR regulations	Review, evaluate and update current record keeping system	ELT/SLT Admin staff All staff	Long Term	Ongoing	£0	Effective communication of information about disabilities throughout the school Appropriate information stored and retained	
Broaden the support offered to parents from the wellbeing centre to include siblings of our pupils and wider community	Improved parent learning offer and improved relationships between home and school	Wellbeing officer	Long Term	Ongoing	Fund Projects as they arise	Increased involvements from a wider range of family members Increase family learning offer	

Significantly improve the provision for occupational therapy, physiotherapy and Speech and Language Therapy	Work closely with LA and UHB to redefine the therapy provision. Link all provision to the ALN reform Explore enhanced SLAs where appropriate	ELT	Long Term	Ongoing	SLA	Improved provision for pupils. Improve training for staff to support pupils with individualised programmes in classes.	
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