

Ysgol Hendrefelin



Accessibility Plan 2025 - 2028

MONITORING AND EVALUATION OF POLICY

Policy Type:	<i>School based Policy</i>
Review Cycle:	<i>Annually</i>
Last Review Date:	<i>December 2025</i>

Review Date: 16.12.2025

Our Vision for Ysgol Hendrefelin

At Ysgol Hendrefelin we recognise and respond to the needs of each pupil, through supporting and challenging learning experiences, in a secure, respectful and inclusive environment. We embrace best practices for all pupils with disabilities.

We aspire:

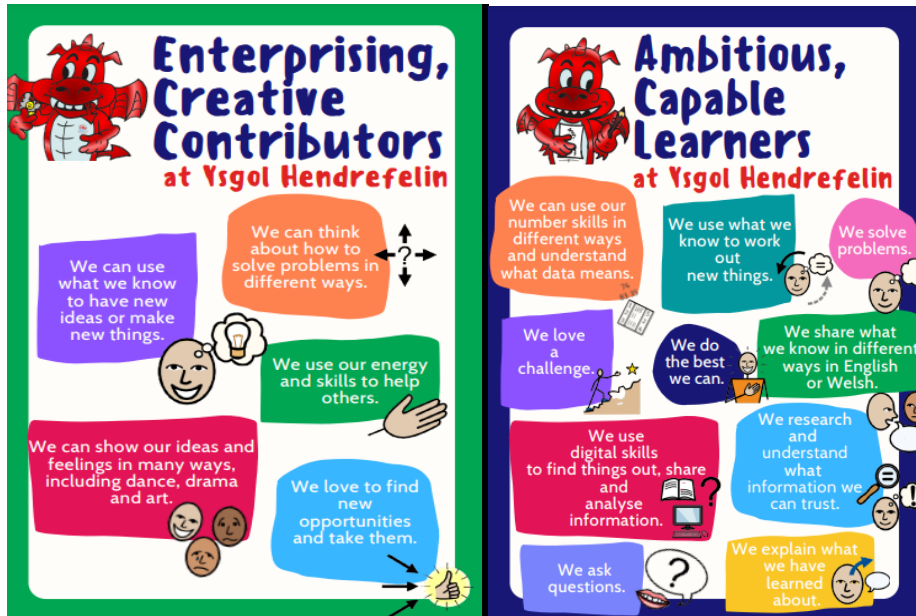
- to provide a pupil-centred approach to learning with a focus on the individual needs of our pupils.
- to provide a caring environment where all pupils feel valued, safe and happy.
- to ensure that health and well-being is at the heart of everything we do.
- to create an environment where all pupils will make progress and be given the support and encouragement necessary to succeed on their learning journey.
- for pupils to have pride in who they are and have a sense of identity and belonging within the community. Pupils will want to take part in the community and take care of the world.
- to provide opportunities for pupils to develop key life skills to help prepare them for a more independent adult life.
- to commit to develop learners' Literacy, Numeracy and Digital Competency skills to prepare them for adult life and an ever changing world.
- to create a meaningful curriculum tailored to the specific needs of our pupils which is both engaging and based on high expectations for all learners. The curriculum will support pupils to realise the "Four Purposes" of the Curriculum for Wales.
- to empower pupils to believe in themselves and what they can do. They want to learn and do better. We will work closely with pupils to develop the skills they need to be able to learn effectively.
- to encourage creativity and new ways of thinking and problem solving.
- to support children in understanding their rights, abilities and responsibilities, thus allowing them to become responsible, productive citizens.
- to provide pupils with the knowledge, skills and experience to take care of their health and mind and feel good about themselves and what they believe in.
- to work closely in partnership with parents, carers, and other professionals to ensure that our pupils are fully supported.
- to provide an environment where high quality teaching and learning is promoted by school leaders, whereby school staff receive highly effective training through a well-planned professional learning programme. There is a key whole school focus for teachers to deliver good and excellent lessons consistently. Quality teaching will enable pupils to make progress and reach their potential.
- to promote the value of trust and mutual respect for themselves and others.

We Value

- Communication
- Kindness
- Creativity
- Respect
- Well-being
- Effort
- Honesty

Our vision and values have been developed using the UN Convention on the Rights of the Child (UNCRC) as our guide, to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our vision and values also compliment the 'Four Purposes of Learning' which underpin Curriculum for Wales. The Four Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become;





Accessibility Plan

Introduction

The ALN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Ysgol Hendrefelin to ensure there is access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of Ysgol Hendrefelin to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that Ysgol Hendrefelin's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. At the end of this document is our action plan and detail showing how the school will address the priorities identified in the plan.

Context

Ysgol Hendrefelin is a special school in Neath and Port Talbot which has 3 sites – Bryncoch, Velindre and Theodore Road. Ysgol Hendrefelin is committed to offering an inclusive curriculum to ensure the best possible progress for all of learners whatever their needs or abilities.

The school comprises of three separate sites, Bryncoch in Neath, Velindre and Theodore Road in Port Talbot. The Bryncoch Site hosts the main special school (11-16) for pupils with additional learning needs, which includes provision for pupils with moderate learning difficulties, and associated difficulties as well as a Primary Learning Support Centre (5-11) for pupils with social, emotional and/ behaviour difficulties, our Hendre Unit, a secondary ASD (Autistic Spectrum Disorder) unit (11-16) and the Aspire Centre for ASD pupils (11-16). The Velindre Site hosts Key Stage 4 pupils with social emotional behaviour difficulties (SEBD), while Theodore Rd hosts Key stage 3 pupils with social, emotional behaviour difficulties (SEBD).

Accessibility Plan

Pupils with disabilities have additional learning needs and not all learners with ALN meet the definition for disability. Ysgol Hendrefelin's Accessibility Plan covers all of these learners. This Single Equality Scheme explains and responds to our statutory duties to promote equality in all areas identified as protected characteristics in the Equality Act (2010).

All learners have access to a broad and balanced curriculum and are encouraged to participate in the life and work of the school to the best of their abilities. The Accessibility Plan shares objectives with Ysgol Hendrefelin's Equality Policy and should be read in conjunction with this document.

This Accessibility Plan exists to ensure that we fulfil our vision of "Learning today for a better tomorrow" where "every individual in our community is valued" so that we "develop the moral values, confidence and resilience to make a difference to lives at Ysgol Hendrefelin and beyond".

We aim to:

- Identify pupils with additional learning needs and disabilities and ensure that their needs are met
- Ensure that pupils with additional learning needs and disabilities are able to join in with all the activities of the school
- To ensure that all learners make the best possible progress
- To ensure that parents are informed of both their child's additional learning needs and progress and that there is effective communication between parents and school

The specific areas covered by the accessibility plan that need to be included are: -
Increasing the extent to which disabled pupils can participate in the school curriculum. When necessary, governors should identify actions in Ysgol Hendrefelin's access plan to enhance teaching and learning opportunities for all those in the school community with disabilities.

These may include:

- Consideration of whole-school ways of increasing participation in activities such as afterschool clubs, leisure and cultural activities, as well as out-of-school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges.
- How threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks.
- Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.
- Deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation
- Consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success.
- Description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments.
- Consideration of the school response to pupils through the application of the ALN Code has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored.
- Consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted.
- Identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, personal hygiene support etc., has been identified and supported.
- Identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them.
- Taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and using positive role models of adults with disabilities within the curriculum to encourage success and achievement.
- Ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
- Enhancing the positive culture and ethos of Ysgol Hendrefelin by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities.

Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.

The Governing body at Ysgol Hendrefelin considers and records when required all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Changes outside of the school building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.

- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of sound fields/hearing loop systems.
- Improvements of storage implications for wheelchairs and other mobility devices.
- Application and progress on capital funding for major access works funded by the Schools Access Initiative through the County Council, and details of Ysgol Hendrefelin's school funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds (eg Cruyff court)

Access to information

Ysgol Hendrefelin is expected to increase access to information to those with disabilities. The Governors may wish to decide how this is to be achieved by:

- Informing readers that school published material could be made available in a selection of formats if required/ requested.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil need.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

Monitoring the success of the plan:

Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

- Success in meeting identified targets.
- Changes in physical accessibility of Ysgol Hendrefelin's buildings
- Questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the schools ability to promote access to educational opportunities for pupils with disabilities.
- Improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs.
- Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school
- Recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures.
- Increased levels of achievement for pupils with disabilities.
- Pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included.

Accessibility Plan

Ysgol Hendrefelin's Accessibility Objectives and Action Plan 2025-28						
Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators	RAYG
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	ALNCO, SLT	Termly	All pupils are making at least expected progress. All pupils demonstrate good levels of wellbeing	
Access to curriculum	Teachers to effectively plan to meet the needs of individual learners	Monitor via pupil progress review meetings IEP Targets Following ALN Code 2021 pupils have an IDP that details pupil needs (and how to differentiate) with personalised curriculums where appropriate.	ALNCO, SLT, Unit Leaders Teachers	Termly	All pupils are making at least expected progress. All pupils demonstrate good levels of well-being or improved levels of well-being. Effective use of Zones of regulation and sensory circuits	

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Access to curriculum	Teachers work collaboratively with outside agencies when necessary and advise support staff accordingly.	Monitor via well-being meetings & annual review meetings.	ALNCo, SLT, Well-being team.	Ongoing	All pupils are making at least expected progress. All pupils demonstrate good levels of well-being or improved levels of well-being.
Access to the curriculum	Pupils access to the curriculum is increased because they attend school more regularly	Ongoing monitoring of attendance and support from new attendance/ family support worker employed by school and also the EWO provided by LA		Review July 2027	Attendance is improving year on year.
Access to the curriculum	Pupils' access to the curriculum is increased because there is a reduction in exclusions, individual pupils needs are met and suitable educational provision is provided.	Follow ALN Code 2021 and Equality policy. Specific individual/ group interventions in place for pupils at risk of exclusion via ELSA other appropriate interventions identified by YHF well-being team	ALNCo / SLT	Review July 2027	Reduction in exclusions, decrease in behaviour incidents. Meeting the needs of pupils across all sites through appropriate curriculum and support.
Equality and inclusion	To ensure that the Accessibility Plan becomes an annual agenda item at GB Meetings.	Clerk to Governors to add to list for GB meetings		Annually	Discussed at GB meeting annually

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Equality and inclusion	To ensure that all policies consider the implications of disability access.	Consider during review of policies.	SLT/ Clerk to Govs	When policies are updated	Always considered during review of policies.
Equality and inclusion	To ensure that staff have an awareness of disability issues	Update and discussion when appropriate	SLT/ Unit leaders	ongoing	Matters are discussed appropriately when required
Access to Physical Environment	Needs of all stakeholders with disabilities will be taken into account in planning and undertaking any refurbishment.	Plans and accommodation include adaptations	HT / SLT/ School Premises manager	Ongoing	All stakeholders can access appropriate areas of school.
Physical Access	Audit of accessibility of school buildings and grounds by LA and Governors. Suggest actions and implement as budget allows		NL/RD/LL	Academic Year 2025-26	Fencing and electronic gates have already been installed and updated at Bryncoch for site safety. 4 new parking spaces have been identified at the back of the site for mini buses (LL has approached the LA as

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					there was an agreement for this to take place when the additional classroom was sited at the back of school). The need for new Fencing has been identified at Velindre site. New fencing has been installed at both Velindre and Theodore Rd sites to make both sites safer. Further. The height of the fence at Velindre is being increased during this academic year (2025-26) following requests from neighbours.	
Emergency Access	All pupils and adults to be able to evacuate the building safely in an emergency.	Fire wardens; LA; Premises manager	SLT/ Premises manager	Annually (when required)	Fire escape plan reviewed annually and updated as required.	

Accessibility Plan

Access to the written environment	All signage to be accessible with illustrations and appropriate (bilingual) language where necessary	Learning Walks	HT	Termly	All stakeholders can understand the written environment	
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Policy Review Record:

Policy Review		Signature	Signature
Date approved by Governors	18/07/2023	Mr R. Blank (Chair of Governors)	Mr L. Lewis (Headteacher)
Date Reviewed	16/12/2025	Mr R. Blank (Chair of Governors)	Mr L. Lewis (Headteacher)