



## **Llanidloes High School Accessibility Plan**

Llanidloes High School follows the Equality Act 2010 and has three key duties towards pupils with protected characteristics, including disabled pupils:

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

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas:

- Increasing the extent to which all pupils can participate in the school Curriculum.
- Improving the environment of the school to increase the extent to which all pupils can take advantage of education and associated services;
- Improving the accessibility to all pupils of information which is provided in writing.

### **The purpose and direction of the school's plan: vision and values**

The key objective of the school is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils, adult users with a disability, staff and governors. The school has set the following priorities for the development of the vision and values that inform the plan:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- Not to treat disabled pupils less favourably;
- To take reasonable steps to avoid putting disabled pupils at a substantial Disadvantage.  
To publish an Accessibility Plan.

### **Information from pupil data and school audit**

Definition of disability: Disability is defined:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”.

### **School strengths:**

Llanidloes High School buildings are well designed to meet the needs of disabled pupils:

- The vast majority of classrooms are on the ground floor;

- Classrooms on the first floor can be rotated to meet pupils needs;
- We have two disabled toilets, one in the D&T area and one at the top of the humanities corridor.

#### **School weaknesses:**

- There are 3 classrooms located in a mobile building to which disabled access is possible via a ramp.  
There are handrails on one side of the staircases only.

#### **The main priorities in the school's plan**

##### **1. Increasing the extent to which all pupils can participate in the school curriculum.**

The school has set the following overall priorities for increasing curriculum access:

- Flexibility of timetabling e.g. across year groups
- Increasing the availability and range of vocational / entry level courses

##### **2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

The school has set the following priorities for physical improvements to increase access:

- To maintain the ramps to mobile classrooms

##### **3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

The school has set the following priorities for providing information for disabled pupils:

- Increasing the amount of resources held electronically to produce enlarges print format, and audio format if required.
- Software to link whiteboard displays to personal laptops

#### **Making it happen**

##### **Management, co-ordination and implementation**

The Accessibility plan should be read in conjunction with the School's SEN policy, and the School Development Plan

##### **Getting hold of the school's plan**

The school makes its accessibility plan available in the following ways:

- On the school website
- By request in paper format
- By request in larger print format
- **By request in audio format**