



# St Alban's RC High School Disability Access & Inclusion Plan

ORIGIN:	Governing Body Policy No: v0001.00 <i>A live document reviewed by the Wellbeing, Equality and Inclusion Committee at each meeting to keep it current and effective.</i>
COMMITTEE RESPONSIBLE:	Wellbeing, Equality & Inclusion
LEAD MEMBER:	Assistant Head
DATE APPROVED:	04-02-2026
CHAIR OF GOVERNORS NAME:	Chris Evans
CHAIR OF GOVERNORS SIGNATURE:	<i>Chris Evans.</i>
REVIEW DATE:	04-02-2027

*St Alban's RC High School is a voluntary aided school and the governing body is the employer of the staff who work there. The contract of employment is between the school's governing body and the employee. The governing body has all the employment responsibilities that this entails including the appointment and dismissal of staff.*

## **INTRODUCTION**

This Disability Access Plan reflects current legislation, including the Equality Act 2010 and the Additional Learning Needs (ALN) Code for Wales. It sets out the school's commitment to providing an inclusive environment that promotes equality of opportunity for all pupils, including those with disabilities.

## **LEGAL FRAMEWORK**

The plan aligns with the Equality Act 2010, the ALN Code for Wales, and relevant Welsh Government guidance. The Governing Body and Headteacher are responsible for ensuring compliance and promoting accessibility across the school.

## **DEFINITIONS**

A person is considered disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairments, learning difficulties, and certain medical conditions.

## **INCLUSION**

The school is committed to fostering an inclusive ethos, removing barriers to learning and participation, and ensuring all pupils have access to a broad and balanced curriculum. Inclusion is central to our Christian values and improvement strategy.

## **IMPROVING THE PHYSICAL ENVIRONMENT**

We aim to ensure that the school environment is accessible to all pupils. Short-term actions include maintaining clear pathways and signage. Medium-term actions involve incorporating appropriate colour schemes and acoustic improvements during refurbishments. Long-term actions include working with the LEA and Archdiocese to implement plans for rebuilding the school to meet full accessibility standards.

Please see **Governing Body Audit - Identifying Barriers to Access (Appendix A)**

## **INCREASING ACCESS TO THE CURRICULUM**

We will continue to provide staff training on differentiation, disability awareness, and inclusive teaching strategies. The ALNCO will oversee the development of Individual Development Plans (IDPs) and ensure that all staff are informed and equipped to meet the needs of pupils with disabilities.

## **IMPROVING DELIVERY OF INFORMATION**

The school will ensure that information is available in accessible formats, including large print and electronic versions. Staff will be trained to use appropriate technology and practices to support pupils and parents with disabilities.

## **TARGETS AND ACTIONS**

- Short Term: Maintain clear pathways, signage, and provide ongoing staff training.
- Medium Term: Incorporate inclusive design features during refurbishments and enhance ICT accessibility.

- Long Term: Work towards full physical accessibility through major building projects and continue to review and update the plan annually.

## **TRAINING**

Training needs will be met as individual pupil requirements arise. Online and in-person training will be provided to staff to ensure best practice in supporting pupils with disabilities.

## **USEFUL RESOURCES**

Equality Act 2010 Guidance
Welsh Government ALN Code
Centre for Accessible Environments
MENCAP
RNIB
RNID
Scope
Mind

## **COMPLIANCE AUDIT**

The Governing Body has a statutory responsibility under the Equality Act 2010 and the ALN Code for Wales to ensure that pupils with disabilities can access all aspects of school life. This audit process provides a structured approach to identifying, addressing, and monitoring barriers to accessibility within the school environment.

The audit aims to:

- Assess the school's physical environment, curriculum delivery, and information provision.
- Identify any barriers that may prevent pupils with disabilities from fully participating in school life.
- Ensure compliance with legal requirements and promote an inclusive ethos consistent with our Christian values.

The audit covers: Physical Environment

- Accessibility of entrances, classrooms, social areas, and outside areas.
- Availability of ramps, lifts, and pathways for wheelchair users.
- Accessible toilet and shower facilities, including hoist and changing bed provision in B and C Blocks.

- Adequate lighting, tactile signage, and colour contrast for visually impaired pupils.
- Acoustic improvements for hearing-impaired pupils.
- Accessible parking spaces located near main entrances.

### Safety and Emergency Systems

- Visual and auditory alarms for emergency evacuation.
- Clear signage and logical traffic flow for safe movement around the site.

### Specialist Adjustments

- Adapted furniture and equipment (e.g., adjustable tables, specialist chairs).
- ICT accessibility tools and assistive technology.

### Audit Process

Annual Review: The Governing Body, in partnership with the Headteacher and Site Manager, conducts an annual audit of accessibility features.

Evidence Collection: Observations, photographs, and reports are gathered to verify compliance.

Action Planning: Identified barriers are documented, and actions are prioritized into short, medium, and long-term goals.

Monitoring Progress: Updates are recorded in the Accessibility Plan and reported to governors and Estyn during inspections.

### Responsibilities

Governing Body: Oversees the audit process and ensures resources are allocated for improvements.

Headteacher: Implements actions and reports progress.

Site Manager: Maintains physical adaptations and ensures safety compliance (APPENDIX A)

ALNCO: Advises on curriculum and information accessibility and pupil support (APPENDIX B & C)

## APPENDIX A

### Governing Body Audit - Identifying Barriers to Access

Statement	Evidence	Action Required	Next Steps	Compliance Status	Responsible Person
<p>All blocks are generally accessible. There are two ramps which connect the upper and lower levels of the site. Pupils who use wheelchairs can move freely and access all buildings and classrooms at ground level. There are no barriers to access caused by doorways, stairs and steps at ground level. Access to upper floors is not possible for wheelchair users.</p> <p>Access has improved through the installation of ramps in recent years, the following areas are accessible;</p> <p>Academic areas: Classrooms, Hall+ library Sporting areas: Gym + Fitness Suite Social areas: Dining hall + Conservatory Yard areas: B and D Block</p>	Atkins Realis Conditional Survey 2023+2025	<p>A Feasibility Study was commissioned by the Governing body in 2022 to explore re-development on the existing school site. After previous explorations into other potential sites were deemed not appropriate, the Governing Bodies preferred option is to redevelop the school on the existing site.</p> <p>The re-development would improve accessibility, enhance the existing pedestrian and vehicular access, as well as improving on-site parking provision. The facilities will include a separate sports hall built on the lower school site, a three-court multi-purpose games areas (MUGA) and a five aside football pitch (all weather pitch) to support formal sports activities. All of which would be fully accessible and available for community use.</p>	<p>Aim to be compliant with Equality Act 2010 and ALN Code; monitor annually.</p> <p>Discussions are on-going with the Archdiocese, Local Authority and WG to find a solution to the funding issue.</p>	On-going	Diocese/FGB
Accessible toilets in B and C Blocks include hoist and changing bed facilities. Showers are also available and accessible.	Visible – items in situ	Continue to maintain equipment. Hoists are covered through Torfaen, Duty of Care and regular checks are carried out.			Site Team/ Torfaen Duty of Care
<p>Pathways around school are clear and safe. Adequate signage and lightening are provided.</p> <p>Parking arrangements are accessible and safe. Accessible parking spaces are provided near the entrance to A and D Block for those with mobility needs. An accessible designated drop off area is allocated for pupils being dropped off or collected. There is also a covered waiting area for inclement weather for pupils/staff to wait for transport.</p>	Visible – items in situ	Continue to ensure road markings are visible and replace in the event of signs of wear and tear.	Monitor annually.	Ongoing	Site Team
Emergency evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory.	Visible – items in situ	Continue with systems in place	Platform Lift Servicing carried out by Gartec Ltd	Ongoing	Site Team

Emergency lockdown systems INFORM staff via a sounder and visually through a message conveyed to their PC.					
External Platform Lift has been installed outside B Block	Operational check completed 14-02-2026	Continue with servicing	Monitor through annual services carried out by Gartec Ltd	Ongoing	Site Team
Tactile signs, including lifts with tactile buttons help learners with a disability to use the building.  Investigate what tactile signs are appropriate to our site.  Signs are uncomplicated and unambiguous. School decor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	Currently not in situ	Further advise needed from Torfaen to Ensure compliance with Equality Act 2010 and ALN Code	ALNCO to liaise with Torfaen	Pending	ALNCO
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc. Ear defenders are issued to pupils as necessary.	Written advice and guidance provided to teachers for identified pupils.  Positive Behaviour Management Training provided by ALNCO/AHT	Continue to Review systems in place	Ensure compliance with Equality Act 2010 and ALN Code; monitor annually.	Ongoing	ALNCO
Furniture and equipment selected, adjusted and located appropriately, leg height adjustable tables are available, low level sinks etc.	Some reasonable adjustments have been made.  Modifications made where need was identified.  New furniture has been bought e.g. specialist chairs and tables to meet individual pupils requirements	Continue to Review dependent on need	Ensure compliance with Equality Act 2010 and ALN Code; monitor annually.	Pending	ALNCO

## APPENDIX B

### Governing Body Audit - Identifying Barriers to Curriculum

Statement	Evidence	Action Required	Next Steps	Compliance Status	Responsible Person
All teachers and class assistants have the necessary training to teach and support pupils with a range of disabilities.	<p>All classroom assistants have been appropriately trained and recruited because of their specialist training e.g. specialist signers for deaf pupils. All teachers are given appropriate guidance for each child to enable them to support the IDP.</p> <p>Specific need in terms of training for both ASD and Disability responsibility. has been identified</p> <p>Child Anxiety awareness and workshop training – June 2017</p> <p>Diabetes type 1 awareness training - tba 2017</p> <p>ALN training whole staff -Sept 2017</p> <p>VIP – Training March 2017</p> <p>There is ongoing training for the ALNCO and the teaching assistants.</p>	<p>Identify specific training that would benefit all staff by March each year to inform the performance management process.</p> <p>May need to renew Governors training regarding Disability Awareness</p> <p>Staff Handbook to be reviewed every year and distributed.</p> <p>Targeted training for LSA's</p>	<p>This has been delivered – included how to make assessments accessible for all learners</p> <p>Training from 2020 -2025 has included ASD awareness, epilepsy awareness, Tourette's awareness, TIS, Child Anxiety Awareness, IDP and OPP awareness, Duchenne's awareness, VIP and Team teach</p>	Review Required	ALNCO / Department Leads
Classrooms are optimally organised for pupils with a disability.	<p>Physical constraints of many classrooms do not lend themselves to optimal organisation for disabled pupils. However, a good degree of flexibility is achievable by moving around chairs and tables.</p> <p>Teachers use the guidance from the ALNCO including knowledge of the child and make necessary adjustments to the layout of the room, for example a child deaf in one ear should be located in a place to maximise hearing.</p>	<p>Carry out an audit of current provision for disabled pupils to identify improvements needed.</p>	<p>Timetable rooms in the ground floor where appropriate.</p>	Review Required	ALNCO / Department Leads

	All ALN pupils have one page profiles that inform staff of specific arrangements for classrooms. Some also have IDP's which also informs staff.		Seating plans		
Lessons provide opportunities for all pupils to achieve i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate.	<p>Good organisation is in place to support individuals in mainstream and as part of smaller focus groups where it is in the interests of the pupil. Pupils in focus groups are regularly reviewed and supported so that movement into mainstream classes is managed in the best interests of the learner – Our Aim is to ensure OPP's and IDP's are meaningful documents that truly reflect progress of individual pupils and puts them at the centre of the progress.</p> <p>All IDPS and OPP are now available on the ALN register. Staff are required to make note of identified pupils in planners and plan lessons to meet IDP requirements. Staff are required to report progress against IDP targets in the annual report to parents.</p> <p>Staff Handbooks (electronic form on U drive)</p>	<p>Continue to provide and develop IDPs for pupils as appropriate. Continue to ensure all teachers are aware of IDPs and incorporate them into their teaching. ALNCO to work with colleagues to ensure IDPs are properly implemented.</p> <p>Develop the IDP process to include more pupil contribution. LSA's will talk to the pupil and allow them to verbally contribute to the IDP process.</p> <p>To continue to review the IDP.</p>	<p>One page profiles produced and given to all staff on pupils with specific needs.</p> <p>The IDP's are continually being reviewed.</p>	Review Required	ALNCO / Department Leads
All pupils are encouraged to take part in music, drama and physical activities.	<p>Good evidence across the curriculum that all are and appropriate differentiation is in place.</p> <p>Staff to use OPP's and guidance from ALNCO to plan lessons and curriculum experiences accordingly</p> <p>Full participation in music, drama and PE</p> <p>MER</p>	<p>Continue to use OPP's/IDPs to ensure that staff are aware of individual pupil IDPs.</p> <p>Departments to identify strategies to encourage full participation</p>	Continually monitor through assessments, these departments to ensure they encourage pupils in their activities	Review Required	ALNCO / Department Leads
Staff recognise and plan for the additional time and effort needed by some pupils with a	Good evidence from lesson observations that staff plan accordingly as informed by IDPs. Note schemes of work and lesson plans.	Continue to use IDPs to ensure that staff are aware of individual pupil needs. Check that lesson plans are implemented accordingly		Review Required	ALNCO / Department Leads

disability, e.g. lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia.	All IDPS are now available on the ALN register on the 'U drive'. with appropriate instructions to staff  Lesson observations Lesson plans				
Staff plan for additional time required by pupils with a disability/ALN.	All IDPS are now available on the ALN register on the 'U drive'. Staff required to make note of pupils in planners and plan accordingly. 25% extra time allocated for assessments where this is identified as necessary.  PE department allow extra time for certain ALN pupils to change for lessons.	Ensure that a consistency of good practice applies across the school. Regular information bulletins and supported by INSET throughout the year – continued through the Department ALNCO programme		Review Required	ALNCO / Department Leads
Pupils with a disability who cannot participate in particular activities are given alternative experiences e.g. some form of exercise in PE / sport.	Pupils provided with alternative activities  Examples provided by departments e.g – spreadsheet collating the evidence.	Departments to ensure that IDPs are used sensitively and appropriately with pupils to enable pupils to have a suitable alternative provision.		Review Required	ALNCO / Department Leads
ICT equipment has been fitted with additional software / hardware to allow access for disabled/ALN pupils.	Some has and is used effectively. See ALN specialist Chromebooks in ALN department .	Ensure Equipment stays up to date to allow access for disabled pupils	Audit to ensure Chromebooks etc are easily accessible  Accesible for any work	Review Required	ALNCO / Department Leads
School visits, including foreign visits, are accessible to all pupils, regardless of attainment or impairment.	The staff seek to ensure that visits are available to all pupils, detailed special arrangements are put in place to meet the need of individual pupils. However we need to ensure that we follow our duty in line with disability legislation.  Disability and inclusion Policy and Scheme in place and followed from January 2008.  Risk assessments and the potential impact on all pupils (including disabled) IS considered at the planning stage. Party leaders ensure that all disabled participants and their parents are kept fully informed about trip details and anticipated support that will be put in	Annual training for staff to refresh their knowledge of trips and visits.  Updated and agreed by governors annually  Evolve system is used and all trips are	Training Completed by all staff were in attendance and audit carried out to ensure all points were covered in the training	Review Required	ALNCO / Department Leads

	<p>place</p> <p>EVC appointed to oversee planning of school trips. Trips accessible to all pupils. Updated trips policy and proformas</p> <p>Updated policies in place. Participation in trips.</p>	signed off by EVC, head and LA where applicable	Evolve system is used and all trips are signed off by EVC, head and LA where applicable		
All staff have high expectation for all pupils.	<p>Strong evidence for this from MER activities, departmental minutes, and school monitoring of pupil progress.</p> <p>All progress is measured at least termly and monitored by departments</p> <p>SIMS/SMID reports</p>	Maintain good practice	Each ALN pupil has supporting documents in the ALN register folder on the 'U' drive that all staff are expected to access and deploy.	Review Required	ALNCO / Department Leads
All staff strive to remove barriers to learning and participation.	<p>Staff are encouraged to do so. See briefing notes and regular emailed guidance from ALNCO</p> <p>Regular updates distributed by ALNCO. Guidance available in Handbook and on U drive. Staff informed and required to use it</p> <p>INSET records HOY and HOD minutes. ALNCO emails to staff</p>	Guidance will be provided and updated annually and when need arises. This will be carried out primarily through Department ALNCO meetings, ALN Staff Handbook and Annual INSET (where appropriate).		Review Required	ALNCO / Department Leads
Short Term	<p>Continue to update Staff awareness of the curriculum needs of pupils with:</p> <ol style="list-style-type: none"> <li>1) Autistic spectrum disorder</li> <li>2) Language and communication disorders</li> <li>3) Physical disability</li> <li>4) Visual impairment</li> <li>5) Hearing impairment</li> </ol> <p>for whole staff</p>	<p>Programme of INSET based on specific needs of pupils to be used at whole school staff meetings and with identified groups i.e. SLT, ALNCO, governors to Increase access to the curriculum for all groups. Incorporated into the Curriculum review</p> <p>Overview of the needs of particular groups of pupils for all teaching staff.</p>	Staff received training as and where necessary to meet pupils needs	Review Required	ALNCO / Department Leads
Medium Term	<p>Continue to clarify the support role of school staff in meeting needs of pupils.</p> <p>This will enable Increased access to the curriculum through specialised support for pupils with ALN.</p>	<p>Work with ALN Service etc to agree role of school staff in supporting individual children to ensure the appropriate support for pupils with speech and language difficulties from school resources</p> <p>Pupils receive specialist support. TA undergoing training to assist those with</p>	<p>LSA's deliver intervention to pupils who require support</p> <p>LSA to deliver peer training to Department ALNCO's.</p>	Review Required	ALNCO / Department Leads

		speech and language difficulties. Numeracy and literacy support provided.			
	Training for teachers on SAIL to support all learners.	MER activities  Easy to use guidance has been produced and is displayed in every book and classroom	Continual Development of Teachers through Department ALNCO meetings	Review Required	ALNCO / Department Leads
Medium Term	Maintain the training of identified Personnel to administer medication.	Consultation with partners in the Health Authority and ALN Service to ensure training is up to date  (Every year / When relevant to pupils entering the school)	Meet with Health Authority regularly to ensure best practice is always carried out.	Review Required	ALNCO / Department Leads
	Accommodate care needs of young pupils with disabilities.	Continue to Audit the environment. Consult with Health Authority partners. Continue to provide suitable environment. Train staff in: 1) Toilet training techniques 2) Ways of meeting needs of pupils who are incontinent  Sensitive procedures for efficient care of pupils who are incontinent. Agreed procedures for sensitive toilet training  Suitable Toilet facilities provided in B block and C block (gym).  Health Care plans created for pupils in line with Sick Children's Legislation, completed with a relevant medical professional.	Health Care Plans Created	Review Required	ALNCO / Department Leads
	Train personnel in moving and handling techniques.	Identify staff to be trained. Training provided by Health and Safety Officer.	Training in Health and Safety to be carried out  Staff to read the Policy on health and safety in the school	Review Required	ALNCO / Department Leads
Long Term	Retrain teacher(s). TA(s) in emerging areas of need when identified.	Application for an accredited training course  Quality Specialist Support within school – increased curriculum access.	LSA's to become specialists within the department	Review Required	ALNCO / Department Leads
Short Term	Availability of written material in alternative formats	LA provides consultation to inform schools of services for converting written information into alternative formats	Department ALNCO meeting allows for this	Review Required	ALNCO / Department Leads

		All worksheets are modified if necessary. Information provided electronically where necessary			
Medium Term	School to be able to produce large print transcriptions	School staff trained by the LA to produce materials in large print  School to produce large print materials as required for Pupils (Available as necessary)	Staff are able to enlarge materials using reprographics area.	Review Required	ALNCO / Department Leads
Long Term	To maintain above practice and review on annual basis	Information available for parents/carers and pupils in a variety of formats	Teachers informed that Materials around school and classrooms are visually accessible to all pupils	Review Required	ALNCO / Department Leads
				Review Required	ALNCO / Department Leads
To meet the needs of pupils and staff as they arise	To organise appropriate training to meet the emerging needs Team teach leaders training school	Training completed and put into practice  To deliver to required staff	Ongoing to meet emerging needs	Review Required	ALNCO / Department Leads

## APPENDIX C

### Governing Body Audit - Identifying Barriers to Information

Statement	Evidence	Action Required	Progress	Compliance Status	Responsible Person
Staff familiarity with technology and disability-support practices	Guidance from ALNCO, specialist equipment, regular updates	Ensure guidance is current; continue ALNCO-led updates; liaise with LA	Teachers advised on appropriate equipment	Review Required	ALNCO / SLT / Office Team
All written communication follows agreed accessible house style	House style implemented; used in all home-school communications	Website development ongoing		Review Required	ALNCO / SLT / Office Team
School liaises with LA and agencies for accessible formats	LA communication as required	None specified		Review Required	ALNCO / SLT / Office Team
Information presented in user-friendly ways during lessons and meetings	Advice available on U drive; wide use of multiple formats; Hall equipped with ICT projection and audio	Act on guidance and ensure consistency; embed good practice		Review Required	ALNCO / SLT / Office Team

## USEFUL INFORMATION AND FURTHER READING

Resource Name	Description	Updated URL
Equality and Human Rights Commission	Guidance on equality and disability rights in the UK.	<a href="https://www.equalityhumanrights.com">https://www.equalityhumanrights.com</a>
Scope	Support and information for people with cerebral palsy and disabilities.	<a href="https://www.scope.org.uk">https://www.scope.org.uk</a>
MENCAP	Advice and support for people with learning disabilities.	<a href="https://www.mencap.org.uk">https://www.mencap.org.uk</a>
RNIB	Royal National Institute of Blind People – resources for visual impairment.	<a href="https://www.rnib.org.uk">https://www.rnib.org.uk</a>
RNID	Royal National Institute for Deaf People – hearing loss support.	<a href="https://www.rnid.org.uk">https://www.rnid.org.uk</a>
Mind	Mental health charity offering advice and support.	<a href="https://www.mind.org.uk">https://www.mind.org.uk</a>
British Dyslexia Association	Information and resources for dyslexia.	<a href="https://www.bdadyslexia.org.uk">https://www.bdadyslexia.org.uk</a>
AbilityNet	Technology and accessibility support for disabled people.	<a href="https://www.abilitynet.org.uk">https://www.abilitynet.org.uk</a>
Centre for Accessible Environments	Expert advice on inclusive design and accessibility.	<a href="https://www.cae.org.uk">https://www.cae.org.uk</a>
AccessAble	Detailed accessibility guides for UK venues.	<a href="https://www.accessable.co.uk">https://www.accessable.co.uk</a>
British Paralympic Association	Information on Paralympic sports and athletes.	<a href="https://paralympics.org.uk">https://paralympics.org.uk</a>

## LOCAL SERVICES DIRECTORY 2025-26

Service Name	Location	Contact Number	Notes
Gwent Visual Impairment Service	Llantarnam	N/A	Specialist support for visually impaired pupils
Inclusion Services	Cardiff	(02920) 858800	General inclusion support
Hearing Impaired Service	Cwmbran High School, Cwmbran	(01633) 871226	Support for hearing-impaired pupils
Sight Support (formerly Gwent Association for the Blind)	Pontypool	(01495) 763650	Support for visually impaired individuals
ALNSE Cymru	5 Raleigh Walk, Brigantine Place, Cardiff, CF10 4LN	(02920) 457641	Additional Learning Needs support
RNID Cymru	Tudor House, 16 Cathedral Road, Cardiff	N/A	Support for deaf and hard-of-hearing individuals
CHAD - Independent Living Centre	Ty-Clyd Bungalow, Heol Fargoed, Bargoed, CF81 8PP	(01443) 822262	Support for independent living
SNAP Cymru	Head Office, 10 Coopers Yard, Curran Road, Cardiff, CF10 5NB	(02920) 388776	Advice and support for families and children
RNIB Cymru	Trident Court, Eastmoors Road, Cardiff, CF24 5TD	(02920) 450440	Support for visually impaired individuals