



ACCESSIBILITY PLAN

Chair of Governors:

Date: February 2026

Review date: February 2029

Introduction/Aim of the Plan

This Accessibility Plan is drawn up in compliance with current legislation¹ and requirements. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. This Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website².

Key Objective of the 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, and prospective pupils, staff, volunteers and visitors with a disability. The plan is developed around three planning duties: Improving Access to the Curriculum; Improving the Physical Environment and Improving Communications. The plan also takes account of the need to involve pupils in making decisions which are likely to affect them.

Equality Act 2010 Statement

It is against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- direct discrimination, for example refusing admission to a student because of disability
- indirect discrimination, for example only providing application forms in one format that may not be accessible
- discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation, for example suspending a disabled student because they have complained about harassment

Reasonable adjustments

Schools have a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment). Schools are not subject to the reasonable adjustment duty to make alterations to physical features as this is a Local Authority responsibility. The buildings must be made accessible for disabled pupils as part of their overall planning duties.

Definition of a disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Equal Opportunities

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore, the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.

¹ 2010 Equality Act – Schedule 10, Section 88

² [The Children's Commissioner for Wales](#) states School accessibility plans should also be made available online.

General provision

As Ysgol Bryn Derw is a Special School, all pupils have a disability. As such all planning and activities are designed to take this into account. The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities; children with disabilities are always included in activities such as assembly, community visits, playtimes and sporting events through a combination of specialist staff, high staff-pupil ratios, a bespoke adapted environment and specialist equipment and systems (e.g. PECS, TEACCH)

Classrooms are organised and set out in order to ensure that pupils can move easily about the room and so that class activities are fully inclusive. Class sizes are kept small in order to ensure that the needs of the pupils can be fully met at all times

Access to the curriculum

As Ysgol Bryn Derw is a Special School, all pupils have a disability. As such all curriculum planning and activities are designed to take this into account:

- Each class has a high staff-pupil ratio with highly trained Teaching Assistants to provide additional support to all pupils
- Provision and use of tools in design technology or cooking lessons is planned on an individualised basis, and where relevant with the advice and guidance of Occupational Therapists
- All trips and visits are planned with the specific needs of the pupils in the forefront of the thinking of staff. Appropriate venues that can cater for their needs are identified and additional staffing (above the typical high ratios). All trips risk assessments are focused upon the additional needs of the pupils
- High staff ratios are maintained at lunchtimes through the use of additional lunchtime staff. Outdoor play environments are all accessible directly from classrooms and are on a mobility friendly surface
- All PE sessions are designed to meet the disability needs of all pupils, and are continually adapted to meet changing needs
- All staff work with pupils with disabilities and so all staff are trained in alternative communication approaches, behaviour de-escalation and supporting ASD

Building Access

Ysgol Bryn Derw opened in September 2017 after a full refurbishment of the old Gaer Infant School building. The school expanded into an additional building in February 2020 after a refurbishment of the Gaer Annex, onto a second site in June 2022 after the refurbishment at Kimberley Park, and a third site in September 2025 after the refurbishment of the Ysgol Nant Gwenlli in Caerleon.

The main building at Melfort Road, the Kimberley Park building and the Caerleon building are fully DDA compliant:

All doorways are sufficient width for passage of wheelchairs (including double doors in all corridors in the main Melfort Road building), there is a wheelchair lift next to the only set of stairs in the main Melfort Road building, and all stairs have handrails.

The hall and toilet facilities are accessible via reception without the need for any steps to be encountered. There are disability friendly toilets in all parts of the school and full-sized changing beds are available where required by pupils identified as needing to use them

There are nine designated disabled parking bays in the car park at Melfort Road. The Kimberley Park and Caerleon sites do not have car parking facilities.

All outdoor areas are accessible directly from classrooms and are all wheelchair friendly. At the Kimberley Park site the main play area is accessible via a sloping pathway designed to be DDA compliant in 2022.

The shared play area at the Caerleon site is also accessible via a sloping pathway.

Communication and access to school information

All aspects of signage in school are communication friendly – with all rooms labelled in English, Welsh, photo, symbol and Object of Reference format

The school work closely with GEMS and a range of translation services to ensure that all families receive important communication in the most appropriate format

All staff have access to person centred files for their pupils and so have full awareness of their medical and disability needs

Pupil engagement and consultation

The School Council discusses a wide range of issues, including those related to the rights of young people and so is fully involved in considering the needs of pupils with regards to access to the building and curriculum.

Future Development and action plan

Curriculum and extra-curricular access

Strategy/Target	Timescale	Action	Who actions this?	Co-ordinator	Evaluation Review of Impact
Continue to review targeting of additional TA support and staff-pupil ratios including for access to community visits for all pupils	Half-termly	Continually review targeting of TA support	LBr/CT/VB	RD	
Expand access to vehicles to facilitate community visits from all sites via purchase of additional vehicle	2027	Liaise with minibus charity regarding timescale for receipt of part-funded minibus	AT/RF	RD	

Building Access (Physical Environment)

Strategy/Target	Timescale	Action	Who actions this?	Co-ordinator	Evaluation Review of Impact
Provide safe pathway access from school site to local community pathways at Caerleon site through installation of a new gate	2026-7	Liaise with NCC Education / Infrastructure Fund installation of new gate	AT	RD/CT	

Communication and access to school information

Strategy/Target	Timescale	Action	Who actions this?	Co-ordinator	Evaluation Review of Impact
Consider easy-read version of annual report to parents	Autumn 2026	Ascertain the need among parents/carers whether information is required in alternative formats	LF/ND	RD	

Progress towards previous action plan:

Strategy/Target	Timescale	Action	Who actions this?	Co-ordinator	Evaluation Review of Impact
Continue to review targeting of additional TA support and staff-pupil ratios	Half-termly	Review targeting of TA support	LBr	RD	Class ratios have continued to be revisited and maintained at least at the same level of ratios as in 2023.
Continue to review targeting of additional TA support to allow for access to community visits for all pupils	Half-termly	Review targeting of TA support	LBr	RD	Every class has undertaken regular community visits and had access to events requiring higher ratios such as swimming and Barry Island.
Continue to audit and check all learning environments to ensure they remain disability friendly	Half-termly	Half-termly learning walks and feedback to teachers	WP/JM	RD	Every half-termly learning walk includes a focus upon ASD & disability friendly environments and any minor themes are promptly addressed.

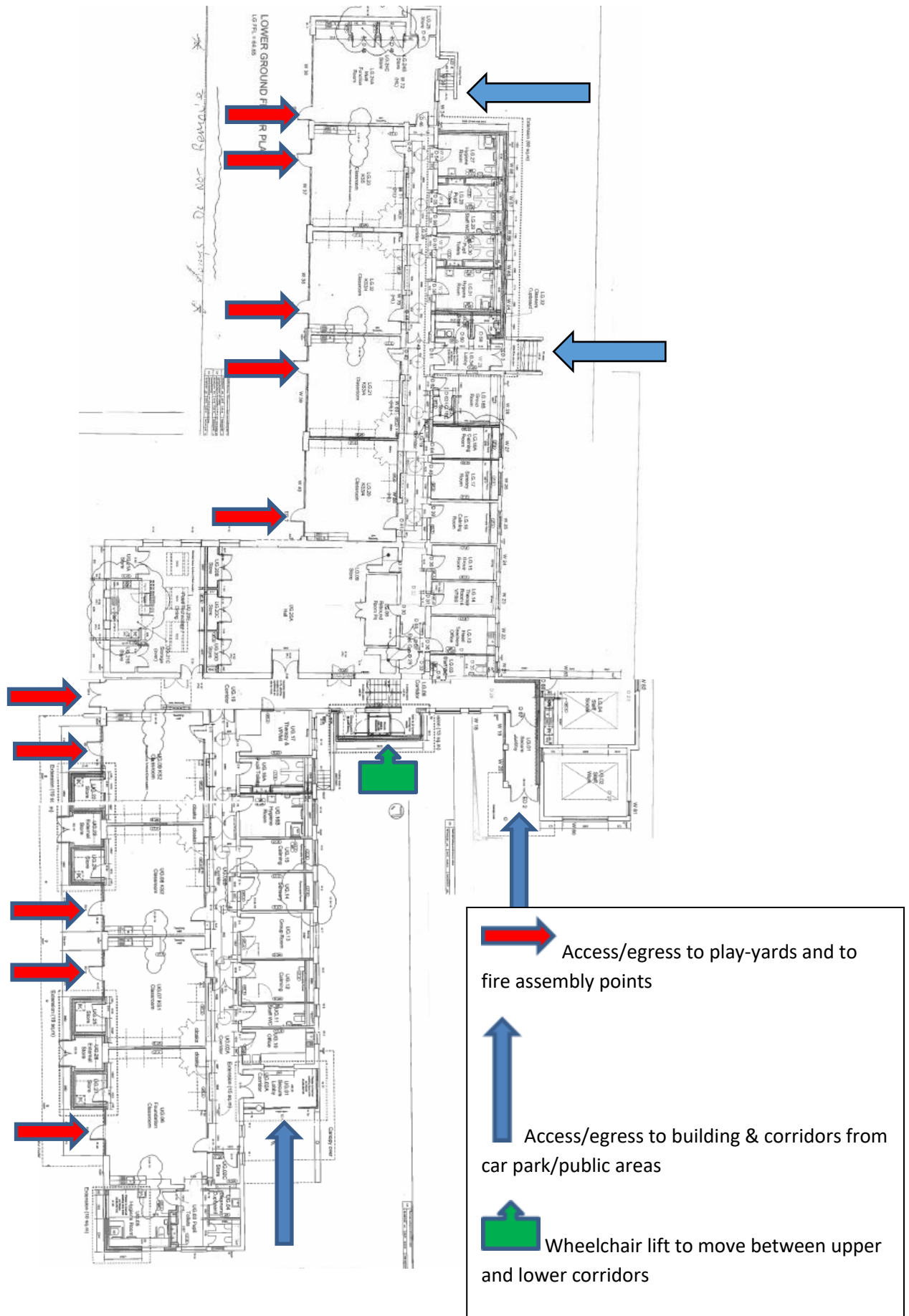
Building Access (Physical Environment)

Strategy/Target	Timescale	Action	Who actions this?	Co-ordinator	Evaluation Review of Impact
Provide safe pathway access from car park at Kimberley Park to school rear entrance	2023	Liaise with NCC Education / Infrastructure	JM	RD	Pathway installed in February 2024
Enable wheelchair access to Rebound Therapy Room	Summer 2023	Gain quotations for wheelchair lift Liaise with NCC regarding funding	JM	RD	No progress with this (n.b. no requests or situations have arisen where this would have been needed during this period)

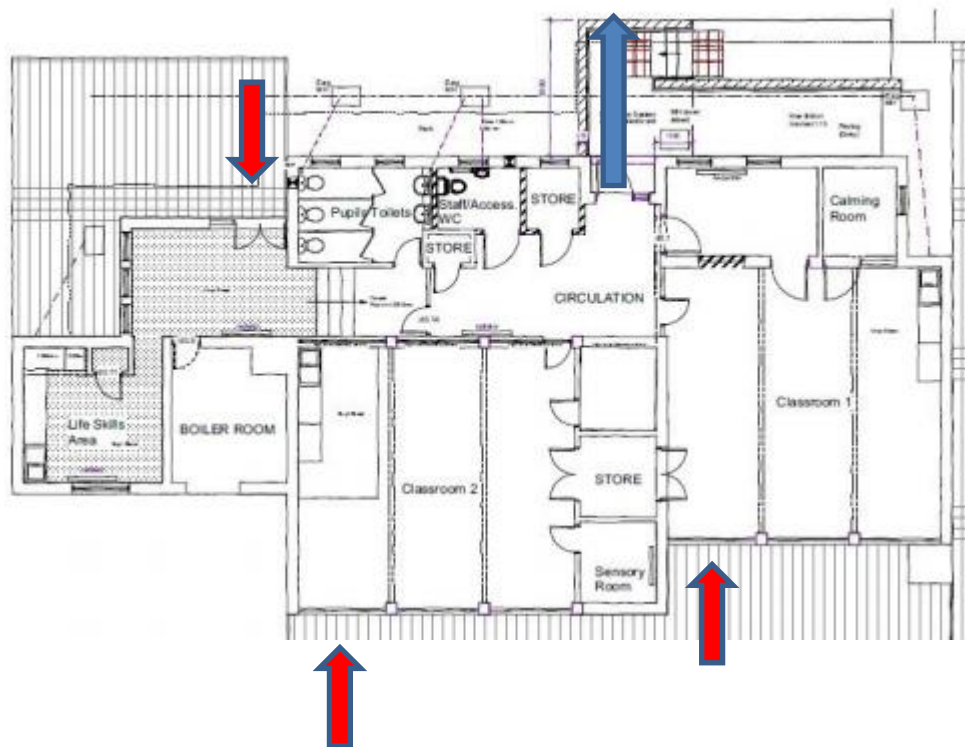
Communication and access to school information

Strategy/Target	Timescale	Action	Who actions this?	Co-ordinator	Evaluation Review of Impact
School events/ newsletters	Summer 2023	Ascertain the need among parents/carers whether information is required in alternative formats	LF/ND	RD	DHT & FLO have consulted with parents and provided a range of formats – Seesaw has a translation tool, parents can receive correspondence via email or Seesaw or phone calls or paper copies sent home
Annual report to parents	Summer 2023	Ascertain the need among parents/carers whether information is required in alternative formats	LF/ND	RD	Consulting with NCC/Governor Support regarding what is achievable

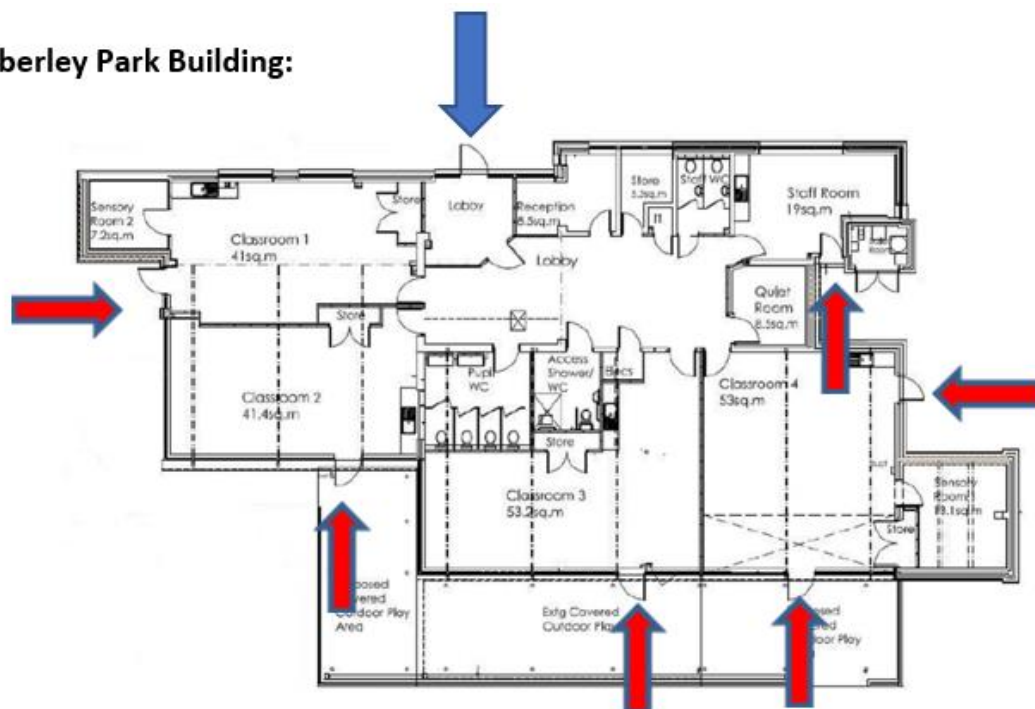
Melfort Road, Main Building:



Melfort Road, Annex Building:



Kimberley Park Building:



Caerleon Building:

