



**Belong- Believe- Be the best you can be!**

### Our Vision for Tre Uchaf Primary School

*Everyone belongs to our school family. We encourage all our children to believe in themselves and to be the best they can be! We will nurture, empower and inspire children, value their contributions, and give them every opportunity to shine. We will help them to build confidence, knowledge and a love of learning. Together they will learn today for a better tomorrow!*

### **Aims**

***We aim to help our pupils to ...***

- Respect themselves, each other, adults and the environment
- Be confident in the basic skills of speaking, reading, writing and mathematics
- Know how to find the information they need
- Gain practical skills which will help them in their lives
- Get along well with each other
- Be honest and kind
- Know about and contribute to their local community
- Celebrate the Welsh culture and to use the Welsh language
- Be safe, fit, happy and healthy
- Understand their own feelings and be confident in saying how they feel
- Enjoy new tasks, new people and new places

The Governing Body and Staff of Tre Uchaf Primary School are fully committed to equal opportunities.

Within the Disability Discrimination Act 2010, it is a requirement for schools to plan to increase progressively the accessibility of schools to disabled pupils. There are three strands identified within this duty:

- Increasing the extent to which disabled pupils can participate in the School Curriculum

- Improving the physical environment of Schools
- Improving the delivery of information so that it is accessible to all

It is the responsibility of schools to produce an Accessibility Plan and to revise and review the Plan at regular intervals. In order to devise a plan, it was necessary to carry out an audit and review current activities and provision, including:

- Consultation with our disabled pupils and their families
- Physical environment
- Provision of additional services
- Teaching and learning practices
- Curriculum
- Staff training
- Culture and ethos of the School

The resulting Action Plan includes short, medium and long-term priorities and time frames. A summary of accessibility is given in the Annual Report to parents and the Governing Body is updated by the Head teacher as actions are taken.

When conducting an audit, the following plans already in place were considered:

- Health and Safety Policy
- Fire Safety Policy
- ICT Strategic Plan
- School Development Plan

Policies already in place for procedures and processes linked to access to the Curriculum include:

- Teaching and Learning Policy
- ALN Policy and The Additional Learning Needs and Education Tribunal Act 2018 and Code for Wales 2021
- Equal Opportunities Policy
- Complaints Policy

All the above documents contain references to accessibility issues.

### **Premises**

At Tre Uchaf, many accessibility issues were considered and improved during the planning and establishment of the STF class facilities.

The School has two disabled toilet facilities. One of these includes a shower. We have a changing bed in Foundation Phase.

Entrances to the School include ramped access with handrails and wide doors to facilitate wheelchair access. Disabled toilets are available on both levels of the school.

## Identified needs:

<b>Action Taken</b>	<b>When</b>
<ul style="list-style-type: none"> <li>• All Admissions meetings to include discussion of accessibility</li> </ul>	<ul style="list-style-type: none"> <li>• Pre Autumn 2021 and on-going</li> </ul>
<ul style="list-style-type: none"> <li>• Lighting to Fire Exits and emergency lighting update</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn 2022</li> </ul>
<ul style="list-style-type: none"> <li>• Highlighting of change of level and pillars for V.I. pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2023</li> <li>• Pre September 2021 for kerbs</li> </ul>
<ul style="list-style-type: none"> <li>• Handrail to stairs to office</li> </ul>	<ul style="list-style-type: none"> <li>• 2021</li> </ul>
<ul style="list-style-type: none"> <li>• Door frames and walls painted in contrasting colours for VI pupils and visitors</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn 2021</li> </ul>
<ul style="list-style-type: none"> <li>• Step edges to Key Stage 2 Yard to be highlighted</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn 2021</li> </ul>
<b>Further Action to be Taken</b>	<b>When</b>
<ul style="list-style-type: none"> <li>• Ramping from JSTF entrance (currently one step)</li> </ul>	<ul style="list-style-type: none"> <li>• 2025</li> </ul>
<ul style="list-style-type: none"> <li>• Permanent ramping to gym</li> </ul>	<ul style="list-style-type: none"> <li>• 2025</li> </ul>
<ul style="list-style-type: none"> <li>• Internal disabled access between JSTF and upper part of school</li> </ul>	<ul style="list-style-type: none"> <li>• 2026</li> </ul>
<ul style="list-style-type: none"> <li>• Changing bed and shower facilities for the Key Stage 2 Peach room to plan for learners moving up with intimate care needs</li> </ul>	<ul style="list-style-type: none"> <li>• 2026</li> </ul>

## Curriculum

The school has two Specialist Teaching Facilities. We have regular and established access to the following partners;

- Access to Learning
- Educational Psychologist
- Visual and Hearing Impaired Teachers
- Physiotherapy Team
- Behavioural Support Team
- Specialist Teachers – both added on
- Speech and Language Team
- Community Paediatrician
- Social Services
- Occupational Therapy

The identified needs of pupils at Tre Uchaf are supported by a range of plans where appropriate, including:

- Individual Development Plans
- Personal Education Plans
- Pastoral Support Plans
- Risk Assessments
- Manual Handling Plans
- Feeding Plans
- Personal Emergency Evacuation Plans
- Intimate Care Plans
- Health Care Plans
- ABC Charts

General strategies are agreed by staff in order to offer pupils the highest level of support to meet their individual needs. These include:

- Differentiated tasks and curriculum
- Planned inclusion opportunities for STF pupils
- Access to educational visits – risk assessment identifying extra requirements
- Clear arrangements for the administration of medicines
- Access to after school clubs and childcare facilities for all pupils
- Designated rooms for staff and pupils accessing special facilities and assessments
- Specialist equipment such as writing slopes, special chairs, pen grips, scissors, body supports, bubbly cushions, sensory boxes and calm corners
- First aid facilities and training
- Training in administration of medicines and emergency procedures
- Health and Safety procedures and training for Manual Handling
- ICT equipment for individual children
- EMAU service for children with English as an additional language are available for support

<b>Action Taken</b>	<b>When</b>
<ul style="list-style-type: none"> <li>• Ensure two members of staff have had full three day First Aid training</li> </ul>	<ul style="list-style-type: none"> <li>• Pre Autumn 2021 Rhian Seager and Rebecca Miller have both had 3 day training Other staff have had one day first Aid training</li> </ul>
<ul style="list-style-type: none"> <li>• To ensure training for STF staff for manual handling is updated every two years (changed from annually)</li> </ul>	<ul style="list-style-type: none"> <li>• Every two years and 6 monthly checks for competency assessments</li> </ul>
<ul style="list-style-type: none"> <li>• To ensure CPI training is updated for all STF staff</li> </ul>	<ul style="list-style-type: none"> <li>• Annually</li> </ul>

<ul style="list-style-type: none"> <li>To formalise the administration of specific medications such as Epi-pens and Medikinet (change these to the medicines we currently have) through Health Care Plans</li> <li>Update health care plans</li> </ul>	<ul style="list-style-type: none"> <li>Autumn 2021</li> <li>Annually</li> </ul>
<ul style="list-style-type: none"> <li>Dyslexia intervention</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
<ul style="list-style-type: none"> <li>Dyslexia training</li> </ul>	<ul style="list-style-type: none"> <li>Autumn 24 and Spring 25</li> </ul>
<ul style="list-style-type: none"> <li>Availability of reading rulers to support dyslexia – this isn't a support for dyslexia, I would say creating dyslexia friendly classrooms and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Pre Autumn 2021 (Spring 25)</li> </ul>
<ul style="list-style-type: none"> <li>Dyslexia screening for y3 pupils and above</li> </ul>	<ul style="list-style-type: none"> <li>Autumn Term 2024 and ongoing</li> </ul>
<ul style="list-style-type: none"> <li>Create a Policy and parent permission form for Intimate Care</li> </ul>	<ul style="list-style-type: none"> <li>Updated annually</li> </ul>
<ul style="list-style-type: none"> <li>Review Intimate Care Arrangements for mainstream pupils</li> </ul>	<ul style="list-style-type: none"> <li>Annually</li> </ul>
<ul style="list-style-type: none"> <li>Review Admissions Policy for pupils with intimate care needs</li> </ul>	<ul style="list-style-type: none"> <li>Pre Autumn 2021</li> </ul>
<p><b>Further Action to be Taken</b></p>	<p><b>When</b></p>
<ul style="list-style-type: none"> <li>Mainstream staff to have manual handling and intimate care training</li> </ul>	<ul style="list-style-type: none"> <li>Rolling programme for mainstream staff.</li> </ul>
<ul style="list-style-type: none"> <li>Purchase dyslexia friendly reading books such as Rapid readers and use reading eggs/Nessy as support.</li> </ul>	<ul style="list-style-type: none"> <li>September 2025</li> </ul>

### Access to Documentation (For pupils and adults)

Action Taken	When
<ul style="list-style-type: none"> <li>Review of large print books</li> </ul>	
<ul style="list-style-type: none"> <li>ICT assessment for pupils with physical difficulties, eg DCD</li> </ul>	<ul style="list-style-type: none"> <li>As necessary</li> </ul>
<ul style="list-style-type: none"> <li>Access EAL services for advice/support in communicating with parents</li> </ul>	<ul style="list-style-type: none"> <li>On going</li> </ul>
<ul style="list-style-type: none"> <li>LEA translation service</li> </ul>	<ul style="list-style-type: none"> <li>As necessary</li> </ul>
<ul style="list-style-type: none"> <li>Provide large print versions of School documents</li> </ul>	<ul style="list-style-type: none"> <li>As necessary</li> </ul>

This document will be regularly reviewed and updated. Any additional documentation relating to this Action Plan will be considered as necessary.

Reviewed May 2025