



Cardiff West Community High School

Accessibility Policy 2026-29

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Approved by: J. Larner

Date: June 2026

Review: June 2029



1. Vision Statement

Cardiff West Community High School is fully committed to ensuring that all members of the school community are able to access and engage with education on an equitable basis. We strive to create a welcoming, inclusive and supportive environment in which diversity is celebrated and barriers to learning and participation are proactively identified and removed.

This plan is written in accordance with the Equality Act 2010 and reflects the expectations of Estyn's Inspection Framework, particularly in relation to inclusion, wellbeing, equity and high-quality teaching. The school recognises its duty to make reasonable adjustments and anticipates the needs of disabled learners, staff and visitors wherever possible.

2. Aims of the Accessibility Plan

The purpose of this Accessibility Plan is to outline how the school will improve access over time in three key areas: the curriculum, the physical environment and the provision of information.

The plan also aims to ensure that disabled pupils are not placed at a substantial disadvantage and are able to achieve their full potential, participate in all aspects of school life, and feel safe, valued and included. The school will continue to work closely with parents, carers, external agencies and the Local Authority to review and improve provision.

3. Strategic Priorities 2026–2029

Over the next three years, the school will focus on the following priorities:

- Embedding high-quality inclusive teaching strategies across all departments
- Improving accessibility of the school site and physical environment
- Ensuring all communication is accessible and responsive to need
- Strengthening inclusive ethos and pupil voice across the school community

These priorities are aligned with the School Development Plan and will be reviewed annually.

4. Alignment with Estyn Inspection Framework

This plan supports the key areas of Estyn's inspection framework:

Quality of Education: ensuring all learners can access a broad and balanced curriculum through adaptive teaching and appropriate support.

Wellbeing and Attitudes to Learning: promoting participation, engagement and a sense of belonging for all learners.

Care, Support and Guidance: providing effective support systems for learners with additional needs, including strong multi-agency working.

Leadership and Management: ensuring leaders prioritise inclusion, monitor impact and allocate resources effectively to improve outcomes for all learners.

5. Monitoring and Evaluation

The Accessibility Plan will be reviewed by the Senior Leadership Team and Governing Body. Progress will be monitored through a range of qualitative and quantitative measures including learner progress data, participation rates in extracurricular activities, stakeholder voice, learning walks and formal accessibility audits.

Findings from monitoring activities will inform future planning and be incorporated into the School Improvement Plan where appropriate.

6. Financial Planning

The Headteacher, Senior Leadership Team and Governing Body Finance Committee will ensure that appropriate funding is allocated to support the priorities identified within this plan. This includes investment in staff training, specialist resources, assistive technologies and improvements to the physical environment. The school will also work in collaboration with the Local Authority to secure additional funding where necessary.

7. Publication and Accessibility

This plan will be published on the school website and made available in alternative formats upon request. The school is committed to ensuring that all stakeholders are able to access this document and understand its contents.

Hard copies and translated or adapted versions can be provided to meet individual needs.