

## **Ton-Yr-Ywen Primary School Accessibility Plan**

We have a duty under the Road Traffic Act 1991, the Fire Safety Regulatory Reform Order 2005 and the Equality Act 2010 to provide adequate access for disabled people.

We have already improved access to the school site for disabled people, however we are always looking at ways to improve and we acknowledge that under the above Acts, we are required to make reasonable adjustments to the building to improve access for disabled people.

The Special Needs Disability Act defines disability as people who have any of the following:

- Physical disability
- Sensory impairment such as visual and hearing
- Mental health problems
- Chronic illness such as asthma, epilepsy and diabetes
- Medical conditions
- Asperger's Syndrome/Autism Spectrum disorder
- Special learning difficulties
- Any other condition which affects people's ability to study

We aim to provide access to our building, facilities and curriculum for all those who wish to access them. We are committed to improving access within the limitation of the physical structure of the buildings and other resources.

### **Aims**

- To make all reasonable adjustments to ensure that pupils, school personnel or visitors with disabilities are not disadvantaged in any way
- To anticipate the needs of pupils, school personnel or visitors before they join the school

- To undertake an annual audit of all access and exits of the school premises in order to identify any problems and plan improvements recorded in an accessibility plan

### **Audit**

The audit considers introduction of:

- Automatic doorways
- Removal of door steps
- Wider doorways
- Electronically opening doors
- Furniture free entrances
- Disabled parking bays
- Safe pathways
- An intercom security system
- Covered ramps
- Handrails and grab rails
- Slip and trip free floor surfaces
- Clear signage

## Accessibility Plan

Targets	Actions/Tasks	Success Criteria	Personnel Responsible	Timescale/ Method
<b>Physical Environment</b>				
Over a period of time the accessibility of the physical environment will be considered and improved to ensure that as far as possible accessibility is not a barrier preventing local pupils from attending this school.	<ul style="list-style-type: none"> <li>• Governors Resources committee to consider issues regarding access during their termly meetings.</li> <li>• Review access for pupils who use wheelchairs to identify any barriers to access such as those caused by doorways, steps, kerbs and toilet facilities.</li> <li>• Consult the school community regarding aspects of disability access.</li> <li>• Review pathways of travel around the school site and parking arrangements, including disabled parking bay ensure they are safe and well signed.</li> <li>• Ensure that emergency and evacuation systems meet the needs of all pupils, including pupils with SEN and disability; e.g. visual and auditory warnings, TA</li> </ul>	The school site is accessible to all its users and meets their needs accordingly.	Chair of committee  Resources committee members  H/T  H/T  Chair & vice chair	Termly meetings  Termly walkaround - school site  Parent forum meeting – at least annually Annual questionnaire  Annual H&S inspections  Termly drills

Last reviewed – Jan 2020

Targets	Actions/Tasks	Success Criteria	Personnel Responsible	Timescale/ Method
	<p>support for SEN pupils.</p> <ul style="list-style-type: none"> <li>• Seek advice from LA specialist teachers and RNIB on appropriate colour schemes and blinds and to make school safer for visually impaired pupils.</li> <li>• Allocate funding to improvements which will improve disabled access on an annual basis, through the school's delegated budget and the Council's school asset budget.</li> </ul> <ol style="list-style-type: none"> <li>1. Automatic front door</li> <li>2. Shallow gradient to front door</li> <li>3. Split level counter at main office</li> <li>4. Induction loop at main office</li> <li>5. Tactile signage</li> <li>6. Peters' Projection maps</li> <li>7. Ramps on classroom fire escapes</li> <li>8. Pillars in contrasting colours</li> <li>9. Railings in contrasting colours</li> <li>10. Reset button/sink reachable from disabled toilet</li> <li>11. Resurface nursery ramp</li> <li>12. Disabled toilet in Infants and Juniors</li> </ol>		<p>H/T</p> <p>Resources committee</p>	<p>When refurbishing</p> <p>Annual budget setting</p>

Targets	Actions/Tasks	Success Criteria	Personnel Responsible	Timescale/ Method
<b>The Curriculum</b>				
To provide ongoing guidance and support to staff to develop the school as an inclusive organisation in which barriers to learning and participation for pupils with disabilities are removed.	<ul style="list-style-type: none"> <li>• Assess children's and parents needs when applying for a place at the school and plan for their needs accordingly. Ensure all ALN children have an 'All About Me' card drawn up within the first 2 weeks of admission.</li> <li>• Ensure that where necessary classrooms are optimally organised for disabled pupils.</li> <li>• Monitor teachers planning to ensure that lessons are sufficiently differentiated to meet the needs of all pupils.</li> <li>• To meet the needs of children with language and communication difficulties, ensure that staff dealing with these children can use Makaton signs to support spoken language.</li> <li>• Ensure that staff dealing with children with ASD understand communication difficulties and have necessary strategies to support these children in the</li> </ul>	Staff are able to meet the needs of disabled children's.	ALNCO/Admin staff  Teachers with advice from ALNCO & specialist teachers  ALNCO  ALNCO  ALNCO	Prior to admission  As necessary  Termly  Annual CPD programme  "

Targets	Actions/Tasks	Success Criteria	Personnel Responsible	Timescale/ Method
	<p>classroom.</p> <ul style="list-style-type: none"> <li>• Awareness raising for staff about alternative ways of giving disabled pupils experiences or understanding of activities they cannot directly become engaged in.</li> <li>• Arrange time for staff at end of year to ensure all necessary information passed on from current to future teachers</li> <li>• Where necessary review school trips to ensure that opportunities are provided and accessible to all pupils irrespective of attainment or impairment.</li> <li>• Provide staff, governors and pupils with training on disability equality issues.</li> <li>• Actively seek ways to involve disabled parents in helping in school to improve self esteem and provide positive role models for children.</li> <li>• Review PE curriculum to make PE accessible to all.</li> </ul>		<p>ALNCO</p> <p>ALNCO</p> <p>ALNCO/EVC</p> <p>Health &amp; Wellbeing Lead</p>	<p>Annual CPD programme</p> <p>As necessary</p> <p>Annually</p> <p>As necessary</p> <p>Annually</p> <p>Annual MER</p>

Targets	Actions/Tasks	Success Criteria	Personnel Responsible	Timescale/ Method
<b>Information Sharing</b>				
To improve the school's capacity to provide accessible information for pupils with disabilities.	<ul style="list-style-type: none"> <li>• The school to make itself aware of the services available through the LA for converting written information into alternative formats.</li> <li>• Improve communication with severe speech and language difficulties by introducing Picture Exchange Communication System (PECS) for targeted pupils.</li> <li>• Review all signs in school and gradually replace to include Makaton Symbols.</li> </ul>	<p>If needed the school can provide written information in alternative formats.</p> <p>Pupils aware of the structure of the working day</p>	<p>H/T</p> <p>Class teachers with support from ALNCO</p>	As necessary