



Accessibility Plan - Ysgol Bro Tawe

Learning to Live, Living to Learn

Ysgol Bro Tawe is a new school, which complies with DDA regulations. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs..

The Governing Body of Ysgol Bro Tawe recognises its duty under the DDA (as amended by the SEN and Disability Act):

- Not to discriminate against disabled pupils in their admissions, exclusions and provision of education and associated services;
- Not to treat disabled pupils less favourably;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- To publish a Disability Access Plan.

What is disability?

The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out day-to-day activities'

Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

To fall within the Act, the person must be affected by their disability in one of the following ways:

- Mobility: getting to/from school, moving about the school and/or going on school visits.
- Physical co-ordination: washing/dressing, taking part in games and PE.
- Manual Dexterity: holding a pen, pencil or book, using tools in DT, playing a musical instrument, throwing and catching a ball.
- Contenance: going to the toilet or controlling the need to go to the toilet
- Ability to lift, carry or otherwise move everyday objects.
- Speech: communicating with others or understanding what others are saying. How they express themselves orally or in writing.
- Hearing: hearing what people say in person or in video, DVD, radio or CD recording.
- Eyesight: ability to see clearly (with spectacles/contact lenses) including any visual presentation in class.
- Memory or ability to learn, concentrate or understand: including reading, writing, number work or understanding information.
- Perception of risk or physical danger: inability to recognise danger e.g.when jumping from a height, touching hot objects or crossing roads.

The disability may be long term but consideration will also need to be given to temporary disability, for example, a broken leg.

Aims

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children and this of course includes pupils with disabilities.

We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.

We will not treat a pupil with a disability less favourably than others because of the nature of his or her disability.

We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.

We will do our best to anticipate the needs of a pupil or a member of staff with disabilities before he or she joins the school.

Removing barriers

The school must make reasonable adjustments to ensure that pupils and members of staff and the public are not disadvantaged.

Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

The Accessibility Plan covers the measures we are taking, to improve our school.

The physical environment

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available.

Access to the Physical Environment

- The school is built on a flat and level site, and the school building is on one floor, without stairs.
- There are at least three Disabled toilets within the school
- Wheelchair access throughout
- All rooms accessible by wheelchair
- All interior doors have kick plates and clearly identified door furniture. Appropriate glass panels in doors.
- Adequate lighting in all areas. Matt finish on corridor walls.
- Carpets in classrooms to improve acoustics
- Classroom furniture at appropriate height
- All play areas accessible to wheelchair users
- Audible fire alarm
- Signage is present throughout the building

Communication

- There is good communication with parents, with outside agencies and with the community as a whole - we believe that parents will regard the school staff as being approachable with any concerns regarding disabilities.
- Close links with outside agencies that can provide support & expertise e.g. BSS, SSD, Health Services, SLO, Specialist Advisory Teachers, SALT, Occupational Therapists, Physiotherapists, Family Support Service, CYCA
- There is a section on "Disabled Pupils" in the School Prospectus
- The Annual Governors' Report includes a section on disability

The curriculum

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We aim to find ways in which all pupils can take part in sport, music and drama. We aim to plan our outdoor activities and school trips in such a way that pupils with disabilities can participate.

We use language that does not offend and make staff and pupils aware of the importance of language.

Our PSE programme, library, reading books and other resources contain positive images of people with disabilities.

The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of staff, timetabling and staff training.

Many of the adjustments we make are dependent upon individual needs. Individual Educational Plans are effective and manageable.

We seek and respond to guidance from the parents and the children.

Information

When necessary, information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user- friendly, such as Braille, audiotape, large print or it may be transmitted orally, through lip speaking or sign language or through a recognised symbol system or through ICT.

We always take account of disabilities. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

Staffing

When advertising posts, interviewing applicants or deciding on appointments, the governors and staff will follow the necessary procedures and will not discriminate against people with disabilities.

Should a member of staff become disabled the governing body will make reasonable adjustments to that person's employment arrangements or to the premises, where ever possible, in order to enable them to continue in post.

All members of staff are entitled to professional development and training and are expected to take advantage to a continuous programme of professional development.

The school will liaise with specialists to support individual pupils. Among these specialists are the following:

- Physiotherapists
- Educational Psychologists
- Speech Therapists
- School Nurse
- Doctors
- Social Workers
- Staff from voluntary and statutory agencies.

We benefit from the LA's advice and it's provision through the Hearing Impaired and Visually Impaired Services.

Health and Safety

The School has a Health and Safety Policy along with guidance from the LA, which, is strictly adhered to. Risk assessments are undertaken on many aspects of school life and before any trips.

The school has members of staff qualified in giving first aid treatment and the emergency services will be called if they are required.

Policy into Practice

The governing body is responsible for the school's duty not to discriminate.

The headteacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.

Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

Monitoring and Review

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

We monitor:

- Admissions;
- Attainment;
- Exclusions;
- Rewards and structure;
- Parental and pupil questionnaires.

Evaluations based on these data are then reported to the governing body, and an action plan will be drawn up if necessary.

The governing body has a named governor with responsibility for matters of disability discrimination. It is this governor's responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governor in question also liaises with the LEA and other external agencies, to ensure that the school's procedures are in line with those of the LEA.

The headteacher implements the schools disability non-discrimination policy on a day to day basis, and ensures that all staff is aware of the details of the policy as it applies to them.

The headteacher reports to governors annually on matters regarding disability discrimination. This policy will be reviewed at any time on a request from the governors, or at least once every three years.

Target	Strategy	Outcome	Timeframe	Achievement
Ensure that school policies, do not contain discriminatory phrases.	Audit policies and procedures.	School policies / procedures reviewed.	Sept 2012 – on going	All school documentation reflects equal opportunities for all.
Develop the use of ICT to enable pupils with disabilities to access the curriculum.	Audit training needs of staff Explore suitable ICT software	Pupils with disabilities able to access the curriculum	Annually as requested	Broad, balanced curriculum for all pupils.
Ensure that the learning needs of disabled pupils are met within the classroom.	Classroom observations, tracking pupil progress, consulting with pupils and parents/carers.	Progress and achievements of disabled pupils monitored to ensure quality of opportunity.	Sept 2012 – on going	Equality of opportunity
Ensure the safety of pupils and staff during school trips / extra curricular activities/ leisure sporting and cultural visits including pupils with disabilities.	To follow L.A. Educational Visits guidance document and All Wales Guidance - 'Safety Guide for Learning Outside the Classroom / Educational Visits'. Ensure staff carry out the necessary risk assessments	Pupils with disabilities able to take part in all school activities	Sept 2012 – on going	Inclusive school ethos

Target	Strategy	Outcome	Timeframe	Achievement
To identify training needs of staff regarding differentiation.	Audit current training needs of staff	All staff are able to fully meet the requirements of disabled children with regards to accessing the curriculum	Jan 2013 – on going	Increased access to the curriculum
To ensure information is provided in alternative formats	Parents/carers are consulted whether written materials in different formats are required. Liaise with staff from LA to ensure that parent/carer needs can be met	Written information in alternative formats provided. Improved school / home links for disabled parents / carers and pupils.	Sept 2012 – on going	Parental satisfaction
To ensure disabled parents/carers have suitable access to premises e.g. concerts, consultation evenings	Consult with parents / carers who attend events - are there any special requests.	Adjustments made to enable disabled parents / carers to visit school	Dec 2012	Parents / carers with disabilities able to visit the school
To inform the LA when pupils with disabilities transfer to/from the school	Consult with LA and colleagues in other schools	LA capacity to prioritise physical adaptations	Sept 2013	Accessibility improved
Continue to ensure appropriate differentiated	Consult with staff and pupils	Stimulating, appropriate accessible curriculum for all.	Ongoing	Increased opportunities for all

experiences for all				
Target	Strategy	Outcome	Timeframe	Achievement
To provide designated parking spaces for parents / visitors with disabilities	Consult with LA	Designated areas provided	July 2012	Increased physical access for disabled visitors
To ensure that disabled people have equal opportunities with regard to employment or voluntary work at Ysgol Bro Tawe	When advertising posts, interviewing applicants or deciding on appointments, the governors and staff will follow the necessary procedures and will not discriminate against people with disabilities.	Inclusion for all	July 2012	Equality of opportunity
De-clutter walkways and corridors for ease of movement around the school.	Consultation with pupils, staff and parents and regular users of the building	Easy, unhindered access throughout corridors, classrooms and outdoor areas	Ongoing	Safe environment for all