

Pen-y-Fai Church in Wales Primary School

Accessibility Plan

This policy is written because Roxy - Our Rights Respecting Schools
Mascot says that;

"You should not be harmed, you should be looked after and kept safe"
Article 19



We are a Rights Respecting School

*Meeting Individual Needs in Bridgend
Bridgend Schools' Accessibility Plans*

***Putting
Policy
into
Practice***

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*EDUCATION, LEISURE & COMMUNITY SERVICES
BRIDGEND COUNTY BOROUGH COUNCIL*

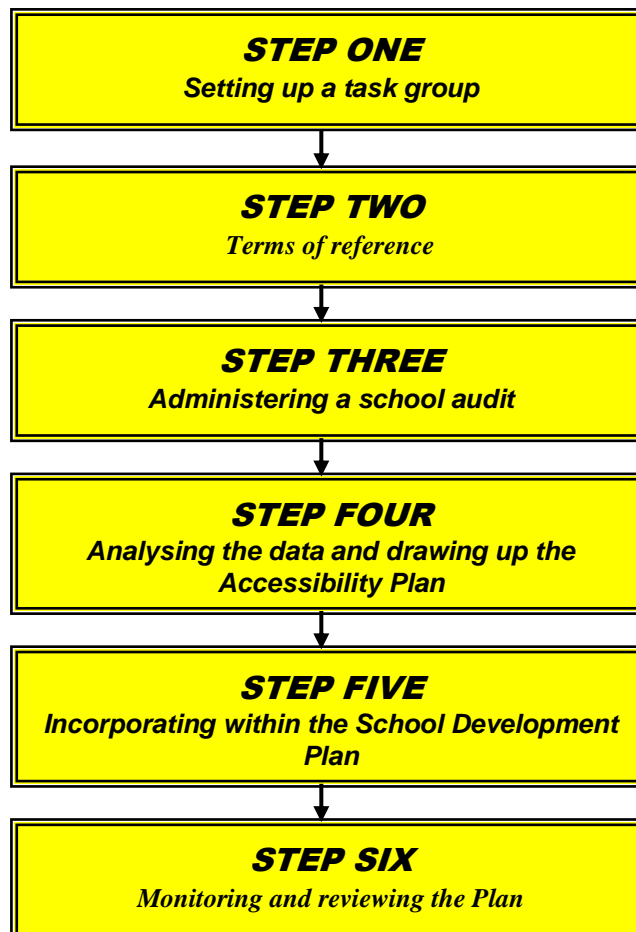
Putting Policy into Practice

PURPOSE . . .

- ◆ *The purpose of this section is to offer a stepped approach to drawing up, implementing and reviewing a School Accessibility Plan.*

STEPPED APPROACH . . .

- ◆ *The following steps are suggested in carrying out this process:*



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STEP ONE : SETTING UP A TASK GROUP

- ◆ *The school should have a senior member of staff who is responsible for disability issues within the school. This person should:*
 - ❑ *Guide the school in co-ordinating the development of the School Accessibility Plan.*
 - ❑ *Assist in the drawing up and maintaining of documentation and records relating to school access and audit issues.*
 - ❑ *Involve relevant access groups, pupils and others in access audits of the school.*
 - ❑ *Monitor and assess audit results in order to create recommendations and policies for the school.*

- ◆ *The senior member of staff should be supported by a school task group in drawing up the School Accessibility Plan. This does not need to be a large group, but should be able to reflect all aspects of school life. Welsh Assembly Government guidance suggests that the group might include the school governor with designated responsibility for additional learning needs; a parent of a pupil who is disabled; a representative from a local disability organisation; and the headteacher.*

- ◆ *The group should make use of available expertise in developing, implementing and evaluating the plan. Pupils with disabilities; their parents; specialist teachers; and local voluntary and disability organisations are likely to have experience in identifying barriers to access and could help the group identify practices and arrangements that act as a barrier to admitting, accommodating and including disabled children and young people.*

- ◆ *The group should be able to call on appropriate professional advice both within and outside the local education authority to help in the carrying out of an access audit and the preparation of an accessibility plan. These may include:*
 - ❑ *Specialist staff of the Access & Inclusion Service.*
 - ❑ *Surveyors in building maintenance in the Environment and Planning Services Directorate.*
 - ❑ *Appropriate outside organisations who support people with disabilities.*

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STEP TWO : TERMS OF REFERENCE

- ◆ *The school task group should be asked to assess current accessibility and identify barriers to access and inclusion. It should review the ways in which the current arrangements of the school might prevent or hinder pupils with disabilities from accessing education and all other aspects of school life.*
- ◆ *The review of access should cover the physical environment; the provision of auxiliary aids and services; teaching and learning practices; the curriculum; staff training; the culture and ethos of the school; and the provision of written information.*

**STEP THREE : ADMINISTERING A SCHOOL
AUDIT**

- ◆ *The checklist on the following page has been developed to assist schools in carrying out their own self-evaluation. It has been designed to cover the 3 main areas that schools need to consider when exploring the issue of accessibility – namely:
 - (1) *The physical environment.*
 - (2) *Access to the curriculum.*
 - (3) *The availability of information in other formats besides written.**
- ◆ *The school task group should use the checklist as a guide in identifying the types of issues which may act as a barrier to access and complete it after carrying out a survey of the school and its facilities.*
- ◆ *The completed checklist will be a useful aid in determining what priorities should be addressed in drawing up the School Accessibility Plan.*

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***Bridgend Education, Leisure & Community
Services
Accessibility Audit Checklist***

School: PEN-Y-FAI CIW PRIMARY

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INTRODUCTION

- ◆ This checklist has been developed to assist schools in carrying out their own accessibility audit. It covers the 3 main areas that schools need to consider – namely:
 1. Physical environment .
 2. Access to the curriculum.
 3. Availability of information in other formats
- ◆ Whilst every effort has been made to cover all aspects of the school, it is impossible in one checklist to cover every eventuality and every type of building.
- ◆ Where a school has multiple blocks, you may find it useful to use parts of the checklist for each block.
- ◆ Schools should use this checklist as a guide to help identify what are the priorities in making the school more accessible for pupils with disabilities.

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- A. Your school must plan to improve the physical environment of the school
- 1. Are all pupils able to access, when required and in safety, the external/internal areas and features of the school?**
- B. Your school must plan to increase the extent to which disabled pupils can participate in your school's curriculum
- 1. Your school has a duty to improve access to a full, broad and balanced curriculum.**
 - 2. Your school must try to fulfil certain objectives.**
 - 3. Your school must deliver its curriculum and written materials in alternative formats.**
 - 4. Your school should plan to make use of physical aids to access education.**
- C. Your school must plan to improve the delivery of information to disabled pupils
- 1. Your school must plan to improve the delivery of information to its disabled pupils.**
 - 2. Information delivered to disabled pupils must take account of certain factors.**
 - 3. Are there barriers to access in the culture of your school?**
 - 4. Are there indicators of an inclusive culture present in your school?**

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**A : YOUR SCHOOL MUST PLAN TO IMPROVE THE PHYSICAL ENVIRONMENT OF THE
SCHOOL**

1. Are all pupils able to access, when required and in safety, the following external/internal areas and features of the school?

Feature	YES	NO	Comments
1. Parking areas:			
a) Do you have designated Disabled Parking spaces?	X		
b) How many do you have?	1		
c) Are they close to the main entrance door?	X		
2. Pathways of travel:			
a) Are these close to parking spaces?	X		Visitors parking area is close to the main entrance
b) Are they covered?		X	
c) Are there any obstructions, such as pillars, litter bins, etc.?		X	
3. Steps and stairways:			
a) Are there any steps/stairways out to grounds?		X	
b) How many entrances have steps?			
c) How many steps are there?			

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Feature	YES	NO	Comments
d) Are handrails provided?			
e) If so, are ramps provided?			
f) Do any ramps have handrails?			
g) Are there any other means of entrance?			
h) Do stairways have open steps?			
i) Do stairways have open banisters?			
j) If metallic - Is there anti-glare protection?			
k) Are steps/stairways non slip?			
l) Are handrails/banisters continuous?			
m) Do you have any markings on the edge of each step for people with visual impairments?			
n) Do you have any form of indication for the top and bottom of stairs/steps?			
4. Gates:			
a) Are gates left open?	X		Vehicles gates are open in the daytime and locked in the night, one pedestrian gate is left open in the day
b) if not - are they easy to operate?	X		
5. Surfaces and paving:			
a) Are tarmac/paved surfaces smooth?	X		
6. Entrances and exits:			
a) Is the main site entrance i) Pedestrian? ii) Vehicular? iii) Both?			Both. Visitors car park is at the main entrance to school

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Feature	YES	NO	Comments
b) Is the main entrance close to the main building?	X		The distance is approximately 25 metres
7. Kerbs:			
a) Are dropped kerbs available?	X		
b) Are these close to any disabled parking spaces?			
8. Lighting:			
a) Is the car park well lit?	X		
b) Is the route to the main building well lit?	X		
9. Emergency assembly areas:			
a) Are these accessible to all?	X		
10. Signs and directions:			
a) Are signs and directions provided?	X		
b) Are these clear?	X		
c) Can they be seen easily e.g. by wheelchair users?	X		
d) Are they lit in any way?		X	Emergency Lighting in all areas
11. Play areas:			
a) Are these accessible to all?	X		

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Feature	YES	NO	Comments
b) Do you have any soft play surfaces?	X		
12. Outdoor sports facilities:			
a) Are these accessible to all?	X		
13. Indoor sports facilities:			
a) Are these accessible to all?	X		
b) Do you have any hoists in these areas?		X	Currently there is no pupil requirement for this
14. Toilets and washing facilities:			
a) Do you have any disabled toilets?	X		
b) If so - are they accessible to all?	X		
c) If so - are they in the main building?	X		
d) How many do you have?			2 Disabled toilets
e) Do you have a hoist in the toilet?		X	
f) Do you have changing facilities/changing bed in the toilet?		X	
g) Is there sufficient space for wheelchairs to turn?	X		
h) Are all services in the toilets, i.e. flushes, taps, etc. accessible to all (including wheelchair users)?	X		
i) Can wheelchairs access easily any non-disabled toilet?	X		
j) Are accessible handrails provided in any non-disabled toilet?		X	

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Feature	YES	NO	Comments
15. Main entrance door:			
a) Is the main door accessible to all?	X		
b) Are there any alternative entrances which are accessible?	X		
c) Do you have a door entry system?	X		
d) Is it well lit?	X		
16. Main reception/office:			
a) Is this close to the main door?	X		
b) If not - is it clearly signed?			
17. Alarms:			
a) Do you have visual as well as audible alarms?		X	Currently there is no pupil requirement for this
b) Are audible alarms loud enough and clear?	X		
18. Means of escape:			
a) Are routes of escape signed clearly?	X		
b) Are fire/emergency exits accessible?	X		
c) if not - are alternative procedures in place?			
19. Multiple blocks:	N/A		
a) Is at least one block's main entrance accessible to all?	X		The school premises is one building
b) Are the blocks clearly distinguishable?			
c) Are pathways between blocks accessible?			

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Feature	YES	NO	Comments
20. Multi-storey blocks/buildings:			
a) Do you have a lift?	X		
b) How many do you have?			We have 2 lifts
c) If yes - do you have a lift in each block?	X		
d) Is supervision required to operate the lift?		X	
21. Doors, door furniture, door signs:			
a) Is the main access door to the school accessible?	X		
b) Are doors easy to operate?	X		
c) Can doors be held open?	X		
d) Do they close slowly?	X		
e) Do you have any automatic doors?		X	
f) Can signs on doors be easily read?	X		
g) Are door signs at an accessible height for people in wheelchairs and people with a visual impairment?	X		
h) Are doors/doorways wide enough for wheelchairs?	X		
i) Are there any lips on the threshold of the doors?		X	

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Feature	YES	NO	Comments
j) Are fully glazed doors marked clearly?			O/S doors are glazed with 3 glass sections. Clearly sectioned with metal. Marking is not necessary.
22. Corridors:			
a) Are main corridors wide enough?	X		
b) Are they well lit?	X		
c) Are there any steps?	X		
d) If so - are ramps provided?		X	There are lifts in place for ease of access
e) Are these steps/ramps marked clearly?	X		
23. Windows, walls and floors:			
a) Can you prevent glare from windows, e.g. blinds, tinted windows?	X		
b) Are walls and floors colour contrasted?	X		
c) Do you have open matwells?		X	
d) Are internal floors even?	X		
24. Classrooms, Halls, Library areas:			
a) Are all these accessible to all?	X		
b) If not - are any accessible?			
c) Is there room to manoeuvre within the rooms?	X		
d) Are bookcases, stores accessible?	X		

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Feature	YES	NO	Comments
25. Workshops, Laboratories:	NA	NA	ICT SUITE, LIBRARY AND ALL INDEPENDENT AREAS
a) Are all accessible?	X		
b) If not - are any accessible?			
c) Is specialist seating, workbenches provided i.e. adjustable height table or work surfaces?			
26. Dining facilities:			
s) Is this area accessible to all?	X		
b) Do you have self service?	X		
c) If yes - are provisions made for special pupils i.e. cutlery, non-slip mats?			At present we do not have pupils in need of special equipment such as cutlery etc
d) Is the servery accessible?	X		
e) Are suitable tables provided?	X		
f) Are menus easy to read?	X		
g) Are vending machines easy to operate?	NA	NA	
27. Noticeboards:			
a) Are these clearly visible?	X		
b) Are they cluttered?		X	

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Feature	YES	NO	Comments
c) Are important notices indicated clearly?	X		
d) Are noticeboards/notices at a suitable height?	X		
28. No-go areas:			
a) Are dangerous areas marked clearly?	X		Car parks, Traversing Wall
b) Are hazardous rooms kept locked?	X		Boiler rooms, Cleaning cupboards

2. Does your school have examples of any of the following adaptations or facilities in place?

Facility	Yes	No	Comments
1. Loop systems for hearing impaired?		X	
2. Room acoustics modifications?		X	
3. Specifically designed furniture?		X	
4. Accessible equipment?	X		
5. Other classroom aids?	X		
6. Specifically designed décor?	X		
7. Different floor coverings?		X	
8. Different floor textures?		X	
9. Ventilation systems?		X	
10. Adjustable lighting?		X	
11. Emergency alarms for all pupils?	X		There are emergency cords in each of the disabled toilets.
12. Tactile routes?		X	

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**B : YOUR SCHOOL MUST PLAN TO INCREASE THE EXTENT TO WHICH PUPILS WITH
DISABILITIES CAN PARTICIPATE IN YOUR SCHOOL'S CURRICULUM**

1. Your school has a duty to improve access to a full, broad and balanced curriculum. Elements covered include the following:

Feature	YES	NO	Comments
1. Can the curriculum be organised to accommodate special pupils?	X		
2. Can pupils be moved within classrooms?	X		
3. Can you re-organise the timetable so that all pupils can be taught in accessible areas?	X		
4. Do you have any buddying arrangements?	X		

2. You are required to consider the following issues:

1. School organisation
2. Classroom organisation
3. The use of all staff to support pupils
4. The deployment of teachers and learning support assistants
5. Changes to the timetable
6. A wide curriculum in terms of options on offer to the pupils
7. A clear and straightforward method of ensuring that all staff have access to all relevant information
8. Guidance on and access to training for all staff

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3. Your school must try to fulfil the following objectives:

1. Plan to improve accessibility progressively
2. Respond to the individual needs of the pupils
3. Consider the general barriers for access to the curriculum
4. Consider the needs of a range of disabled pupils
5. Use the Additional Learning Needs framework to support those pupils who are identified as receiving School Action or School Action Plus on the SEN Code of Practice
6. Have regard to the National Curriculum and its statement on inclusion
7. Consider staff training needs

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4. Identify how your school delivers its curriculum and written materials in alternative formats and ask the following questions. How does your school respond?

Question	Response
1. What provisions are made for making information available to all people who may need access to goods, services and facilities?	School documents are reader friendly and accessible. Staff are informed and trained in inclusion services.
2. Do you provide information in Braille, large print or audiotape for pupils and prospective pupils who may have difficulty with standard forms of printed information including displays?	We have none at present.
3. Do you provide access to computer technology appropriate for students with disabilities including ergonomics and screen information accessibility? i.e. switches, adjustable height seating and tables?	We have none at present.
4. Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities which affect their vision, e.g. by reading aloud overhead projections, describing diagrams, verbal consolidation and alternative formats?	This would be done on a needs basis
5. Do you have facilities to produce written information in a variety of font sizes?	Yes
6. Do you make use of RNIB guidelines on producing written information in accessible formats?	This would be done on a needs basis
7. Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes
8. Do you ensure that teachers and learning support assistants have the necessary training to teach and support pupils with disabilities?	Yes
9. How are special needs learning support assistants utilised?	To designated pupils. In all classes on a timetabled basis.
10. Do you organise classrooms optimally for pupils with disabilities?	Yes as and when necessary - short term need e.g. pupil with plaster cast, long term need child with walking frame
11. Are lessons responsive to pupil diversity? How?	Yes. All learning styles are planned for.
12. Are lessons made accessible to all pupils? How?	Yes e.g. seating arrangements accommodate needs
13. Are physical education lessons made accessible to all pupils? How?	Yes, adult 1:1 support provided

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5. Does your school make use of any of the following physical aids to access education:

1. ICT equipment? YES
2. Enlarged computer screens and keyboards? Yes
3. Keyboards/ Yes
4. Special switches and mice? Yes
5. Specialist software? SEN packages
6. Accessible websites? Known by staff if required

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**C : YOUR SCHOOL MUST PLAN TO IMPROVE THE DELIVERY OF INFORMATION TO
PUPILS WITH DISABILITIES**

1. Your school must plan to improve the delivery of information to its pupils with disabilities. This will include the following examples:

- | |
|---|
| 1. Handouts, worksheets, other class-based information. |
| 2. Examination and test materials including standardised test materials. |
| 3. School information, such as timetables, signs, notices, school information pack. |
| 4. Information about school events, such as concerts, trips, sports events. |
| 5. Newsletters. |
| 6. Information about extra-curricular activities. |

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2. Information delivered to pupils with disabilities must take account of factors such as the following:

1. The use of Braille.
2. The use of an audiotape.
3. Preparing documents using large print.
4. The use of other alternative formats.
5. The provision of information orally.
6. The use of lip speaking.
7. The use of sign language.
8. Preparing documents using a recognised symbol system.
9. The use of ICT.
10. A reasonable timeframe for the preparation of documents.
11. The individual impairments and needs of the pupils.
12. The preferred formats of the parents.

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**STEP FOUR : ANALYSING THE DATA
AND DRAWING UP THE
ACCESSIBILITY PLAN**

- ◆ *Having carried out an audit of the school and its facilities – the next step is to identify what actions need to be taken and how these are to be implemented within the School Accessibility Plan.*
- ◆ *Schools should list all of the necessary adaptations (including realistic cost estimates). These could be divided into 'Focus Areas' or 'Development Target Areas' such as – staff training; teaching and learning practices; refurbishment and maintenance; minor capital works; major capital works.*
- ◆ *Schools should then draw up short, medium and long term priorities and devise action plans to address these priorities with clear implementation arrangements and a timeframe for the work. Where priorities involve major capital works – the LEA needs to be advised of these so that they can be taken into account in planning the future capital programme.*
- ◆ *Targets set within School Accessibility Plans should be specific enough to enable them to be measured and appropriate monitoring arrangements need to be in place to evaluate outcomes.*
- ◆ *Schools need to resource their accessibility plans appropriately if they are to be implemented successfully. The costs involved need to be incorporated within current and future budget commitments.*
- ◆ *A plan is only likely to succeed if those responsible for its implementation have ownership of it. The school may wish to consult on the content of its plan before its implementation. The plan must also be approved by the school's governing body.*
- ◆ *Publicising the plan serves to reinforce a sense of ownership and stake in the success of the plan amongst staff, governors, pupils and parents.*
- ◆ *A possible format for representing the School Accessibility Plan is shown on the following pages.*

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PEN-Y-FAI CIW PRIMARY SCHOOL

School Accessibility Plan

Commencement Date : September 2019

First Review Date : September 2020(unless earlier review is necessary)

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School Accessibility Plan . . .

FOCUS AREA

Staff Training

<i>Timeframe</i>	<i>Targets</i>	<i>Key Actions</i>	<i>Key Personnel Involved</i>	<i>Resource Implications</i>	<i>Timescale</i>	<i>Monitoring Arrangements</i>
Short Term	All staff know how our school caters for ALN	Staff familiarised with policy and practice	All staff	None	Two staff meetings	Ensure policies are available for reference
Medium Term	---	---	---	---	---	---
Long Term	New staff members know school policy and practice	Train all new staff members	ALNCo HT Admin manager	None	Ongoing as new staff are appointed	Meet with new staff after training events to confirm awareness

Be the Best that you can be!
Be independent, creative and persevere!

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- ◆ *Examples of two School Accessibility Plans are shown later in Section Three – Further Information.*

**STEP FIVE : INCORPORATING WITHIN A
SCHOOL DEVELOPMENT PLAN**

- ◆ *Maintained schools have a duty to publish information about their accessibility plans in their governors' annual report to parents. This might constitute a summary of the full accessibility plan, making it clear where copies of the full plan can be obtained. They may be asked to provide copies of their plans in alternative formats to the written format.*
- ◆ *It would be good practice to co-ordinate the implementation and ongoing review of the school accessibility plan within the school development plan – so that issues of expenditure, building adaptations, resource development, and staff awareness/development are seen as part of the overall school development.*

**STEP SIX : MONITORING AND REVIEWING
THE PLAN**

- ◆ *Regular monitoring and evaluation of the school accessibility plan is vital if the senior school management, the school governing body and other interested parties are to be kept informed as to whether the targets set within the plan are being achieved and whether the action plan is producing value for money.*
- ◆ *Schools are required to keep the accessibility plan under regular review and to revise it as necessary. The monitoring arrangements should be developed as part of the action plan and made explicit within the plan.*

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