



Accessibility Plan

Dyddiad Cymeradwyo a Dyddiad Adolygu
Date Approved and Review Date

*Gweler Cynllun Adolygu Polisiau
See Policy Review Timetable*

YSGOL DYFFRYN CONWY – ACCESS PLAN

Ysgol Dyffryn Conwy is fully aware of its duties under the Special Educational Needs and Disability Act (that came into force in September 2002) and the code of practice of the Disabled Rights commission (2002).

AIMS AND OBJECTIVES

Ysgol Dyffryn Conwy is committed to ensuring that disabled people can access education of the highest quality as is their right and need:

- Side by side with their contemporaries without any unfair discrimination.
- With access to the complete curriculum.

All new and retained buildings at Ysgol Dyffryn Conwy were built and adapted according to the specification for performance requirements (listed below) to provide reasonable access for disabled persons.

- The Contractor must comply with the Disability Discrimination Act 1995 and Disability Discrimination (Services and Premises) Regulation 1996 and related documents – Welsh Office Circular 20/97.
- The Contractor is reminded that the legislation specified in the above paragraph shall apply to the retained existing buildings and facilities in addition to new-build (i.e. to Categories (Block) A, B, D & E).
- In addition, fixtures and fittings to at least 2 pupil spaces per resource space (library and local resource areas, including local resource areas: ICT) and per subject shall be adapted for use by pupils with special educational needs, including physical difficulties.

The Contractor will review the Health and Safety Policy Statement and Risk Assessments in respect of buildings and facilities on a regular basis in the light of changing or additional legislation. The contractor will update this and submit copies to the Council.

Ysgol Dyffryn Conwy is also committed to undertaking any reasonable adjustments to ensure access to education for disabled persons in the light of changing or additional legislation.

By means of the curriculum and the school environment, pupils may be taught to value diversity and understand how inequality can affect the lives of disabled people. A whole school approach to equal opportunities will enable pupils to develop into active and responsible students who are considerate of others.

Main priorities of the scheme.

- Increasing disabled pupils' participation in the school curriculum. This includes formal teaching and learning and in addition extra curricular activities, such as clubs and societies, leisure activities and visits.
- Review the physical environment of the school on a regular basis and in the light of changing or additional legislation to ensure that disabled pupils can take full advantage of the education and associated services provided. This would include changes to the building, equipment and organization of the school
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is reviewed and revised as necessary.

School's Action Plan.

	Targets	Strategies	Outcome	Time frame	Goals Achieved
Physical Access.	School Buildings and Environment to comply with current Health and safety and DDA legislation	Discussion at Monthly Service Review meetings with Sodexo and LEA officers.	Ensure that all buildings are fully compliant with current related documents.	Ongoing	Physical accessibility of school fully compliant with legislation.
	Lifts located in all blocks and all areas accessible to disabled persons.	Sodexo to ensure that all lifts are serviced regularly as per contractual requirement.	Ensure that lifts are in good working order at all times.	Ongoing	Physical accessibility of school increased
	Ease of wheelchair access.	All access areas, doors and handrails comply with current Health and safety and DDA legislation.	Access to all areas provided.	Completed	Physical accessibility of school increased
	Disabled parking spaces.	Disabled parking spaces and dropped kerbs provided	Access to parking provided.	Completed. Misuse to be monitored	Physical accessibility of school increased
	Access survey done when a pupil with a particular disability is admitted.	Needs of pupils assessed in discussion with pupil, parents and LEA.	Pupil able to access The school.	Ongoing	Physical accessibility of school increased.
	Fire emergency procedures.	Draw up a personal emergency evacuation plan for each child with reduced mobility due to physical problems or hearing/sight impairment. Risk assessment completed by Corporate Health and Safety in conjunction with Sodexo to provide access to use specific lifts to evacuate disabled persons in the event of an emergency.	Pupil able to evacuate safely in the event of an emergency.	Ongoing	Physical evacuation of school increased.

	Ease of access for partially sighted pupils.	Sodexo to paint specific kerbs and edges of specific pathways yellow.	Awareness of kerb and path locations increased for partially sighted persons.	Ongoing.	Physical accessibility of school increased.
	Facilities for pupils with hearing loss and deafness.	Hearing Impaired Supply located in main school hall.	Facilities provided in school hall.	Ongoing	Physical accessibility of school increased.
Curriculum Access	All staff has the necessary training to teach and support pupils with a range of disabilities.	Ensure that training and guidance is given to all staff.	Staff are cognisant with needs of disabled pupils.	Ongoing.	
	Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	All lessons to be planned with differentiated activities. Guidance by AEN co-ordinator.	Pupils able to access National Curriculum.	Ongoing.	Increase in access to the National Curriculum
	Staff recognise and plan for the additional time and effort needed by some disabled pupils and pupils with learning difficulties.	Staff are given information about individual pupils.	Pupils able to complete work expected of them.	Ongoing	Pupils able to do their best in lessons regardless of disability/learning difficulties.
	Make reasonable adjustments/arrangements to allow access to assessment for disabled candidates and candidates with learning difficulties.	Staff, ALNCO and Examination Officer to familiarise themselves with JCQ Access Arrangement and Reasonable Adjustments Documentation.	Candidates are allowed full access to assessment and their needs are managed effectively.	Ongoing	Pupils able to do their best in assessment regardless of disability/learning difficulties.
	To ensure that staff are fully aware of the need to ensure that school trips are available to all pupils regardless of physical ability or special need.	Staff are informed	All pupils have access to school trips.	Ongoing	All pupils have equality of experiences.
	All pupils are encouraged to take part in music, drama, and physical activities	Ensure that all pupils have access to all parts of the curriculum.	All pupils to take part in timetabled and extra curricular lessons and events.	Ongoing.	Rounded education for all pupils.
	Classrooms and other spaces are	All areas arranged to	Pupils able to access all parts	Ongoing.	Pupils are able to

	optimally organised for disabled pupils	optimize wheelchair access and ensure suitable layout for disabled pupils.	of a classroom.		participate fully in all classes.
Access to Information	Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner.	Ensure that training and guidance is given to all staff.	Staff are cognisant with needs of disabled pupils.	Ongoing	Effective Communication.
	The school ensures that information is presented in a user-friendly way, e.g., by reading aloud, using overhead projectors/PowerPoint presentations etc.	Ensure that all classrooms have whiteboards and interactive whiteboards. Ensure training for staff.	Information is presented in a clear and unambiguous manner.	Ongoing	Effective Communication.
	Ensure that parents, governors and members of the public have full access to information presented at meetings, parent's evenings and events.	Information presented to parents by means of school Prospectus, Governors Annual Report to Parents. Parents asked to contact the school if they require any special facilities when attending school meetings in order to meet any specific needs around disability (e.g. BSL British Sign Language) and/or language and cultural needs (e.g. Interpreter)	Information is presented in a clear and unambiguous manner.	Ongoing	Effective Communication.