



Making the most of everyone.

Accessibility Plan

Plan Adopted June 2014

Plan Reviewed on 11th March 2019

Plan Valid until March 2022

Signed:

(Chair of Governors)

YSGOL PENMORFA

ACCESSIBILITY PLAN

Introduction

The Special Needs and Disability Discrimination Act (2001) requires that all schools should plan to increase access to school for disabled pupils. (NAW Circular 15/2004).

Our own Equality of Opportunity Policy states that “We aim to ensure that the school is a place where everyone – irrespective of their race, language, colour, gender, marital status, sexual orientation, size, religious or political beliefs, ethnic or nation origin, previous occupation or disability – feels welcomed and valued.”

We feel strongly as a school that we will endeavour to ensure that the school becomes more readily accessible to all pupils, parents, teachers and visitors who have physical disabilities.

Background

Ysgol Penmorfa, situated on Dawson Drive, was originally of a single storey brick construction under a slate roof. The school has expanded with an additional single storey detached wing and also a two storey extension. There are two internal flights of steps on the ground floor and one staircase serving the first floor classrooms. Platform lifts are provided to both sets of steps. There is no provision for wheelchair access to the three classrooms upstairs.

The single storey extension comprises four classrooms. The external hard standing area has been extended to increase playground space.

A pre-school classroom, detached from the Main School, is located on site. This provision is single storey, of brick construction under a flat roof.

Approach to Site, Access to Site and Parking

Dawson Drive is a relatively busy cul-de-sac. There are five principal entrances to the school, one vehicular and four pedestrian.

Bus stops are located along Fforddisa, public transport to site is not adequate. There are no public car parks within convenient walking distance of the school and the only provision is the on site car park. The car park was extended in 2007 to accommodate up to 30 parked vehicles. In addition, there are fourteen drop off/short stay bays.

The route from the bus stops to site is not clearly marked, but because of their proximity to school no action is required. There is no public seating along the route and it is not practical to provide any.

An emergency vehicular access is located off Dawson Crescent, and is of sufficient width to allow emergency vehicles to access the site.

Three pedestrian access routes are served off Dawson Drive and one off St. George's Drive. The on site pedestrian routes are marked and well defined. Pupils, visitors and vehicles do not mix freely.

Dropped kerbs are sighted on both Dawson Drive and Dawson Crescent. Road markings are in place to warn motorists of pupils crossing Dawson Drive.

The designated disabled parking bay is clearly defined. The guidance for visitors is confusing and needs to be revised to enable visitors to locate the main entrance more easily.

Routes and Level Changes, External Steps and Ramps

The main route to the principal entrance is from the school car park to the front of the school. Locked gates prevent pupil access to the car parks during the school day.

The pedestrian routes off Dawson Drive were remodeled in 2007. Also, road crossing islands provide a visual indication to road users that pupils are likely to cross the highway.

Entrances

Main Entrance:

Both doors of the main entrance need to be opened when access for wheelchair users is required. The school has submitted a request to the LA to remodel the main entrance, improving wheelchair access. Initial plans have been received but funding is not available for the project.

The main corridors and circulation areas on the ground floor are interrupted with steps. Consideration is given to type, colour and surface finish to both floor and wall finishes in maintenance programme. There is a lack of location and directional signs to all areas and signage should be upgraded.

Most assembly areas have a good mix of natural and artificial light, are equipped with loose furniture and offer good circulation to wheelchair users.

The Community Meeting Room has recently had a new external door fitted, with a ramp leading to the entrance. This room is now wheelchair compliant.

There are no electronic hearing aids provided at the school. Induction loops are not provided. There is no portable loop provided at the reception desk for independent use.

Internal Ramps, steps, Stairs, Lift

Handrails are in place next to all internal steps and stairs. The platform lifts, manufactured by TAURUS, are serviced annually.

Internal Doors

Not all internal corridor doors are compliant. There is a mix of assembly/classroom/office doors. All doors should be modified or replaced to comply (generally vision panels).

All doors should be regularly maintained, door closers adjusted, missing or defective ironmongery to be replaced and class identification signage should be improved / provided.

WC Provision

The school needs to install 2 handrails to the accessible WC, which is situated off the main corridor.

There is also a need to install a distress alarm to the accessible WC, with reset button located within compartment.

Communication with stakeholders

All written documents are written in a minimum font size 12. There is currently no provision for parents or governors with visual impairment. The school website needs to be regularly updated with newsletters and documents that users can enlarge on the screen if necessary.

Monitoring the Impact of the Policy

Governing Body will review the equality impact assessment for this policy to monitor the outcomes and impact of the policy in line with equalities legislation.

YSGOL PENMORFA ACCESSIBILITY PLAN

Target	Current situation	Strategies	Timeframe	RAG Goals achieved	Cost
<p>1. MAIN FOYER To remodel the main entrance to facilitate easy access by disabled persons to building.</p>	Both doors need to be opened in order to allow wheelchair access. The height of the counter is inappropriate for wheelchair users. Access to the main corridor is restricted by a second security door which leads to a narrow corridor.	Applications have been submitted to the LA. Initial plans have been received. Need to re-submit an application for improvements to the foyer to the LA.	LA to decide on timeframe.		LA Funded.
<p>2. WC Install 2 handrails to each staff WC and one handrail each to one cubicle in pupils' WC. Install distress alarm to accessible WC, Additional alarm sounder/beacon to be located in reception.</p>	<p>Currently there are no hand rails available.</p> <p>There is no alarm in the accessible WC.</p>	Inform LA Helpdesk of the requirements.	April 2020		£600
<p>3. INTERNAL DOORS All internal corridor doors should be made compliant e.g. part glazed door needs to be installed in the Bridge Project Meeting room.</p>	There is a mix of classroom and office doors. All non-compliant doors should be modified or replaced to comply (generally vision panels).	<p>Consult with LA H&S Officer.</p> <p>Inform LA Helpdesk of requirements.</p>	May 2020		

<p>All doors should be regularly maintained, door closers adjusted, missing or defective ironmongery to be replaced.</p>		<p>Inform LA Helpdesk. Consult with LA H&S Officer.</p>	<p>County to agree timescale</p>		
<p>4. ACCESS TO INFORMATION Review the school website and regularly update the information for parents.</p> <p>Make written materials available in alternative formats for disabled parents/carers.</p>	<p>Weekly newsletters are emailed out to parents every Friday. Parents with visual impairment may struggle to read the information, however it is possible to zoom in on a computer.</p> <p>No alternative formats are offered to parents.</p>	<p>Set up a group to review and update the school website and look at the possibility of starting seesaw.</p> <p>Use the expertise of LA Advisory Teachers for sensory impairments, RNIB, SEN Learning Support Service and SEN IT Advisor, for creating and converting texts in alternative formats.</p>	<p>May 2019</p> <p>As needed</p>		
<p>5. POLICY REVIEWS Plan to audit school policies to ensure that there are no discriminatory policies, phrases, procedures and practices.</p>	<p>The school will use the advice and expertise of the LA's Advisory Service to help to systematically 'disability proof' all policies.</p>	<p>Carefully review policies to ensure there is no disability discrimination in terms of phrases, procedures and practices.</p>	<p>Rolling Programme from September 2018.</p>	<p>Written information and school policies are free of disability discrimination i.e. policies, phrases, procedures and practices.</p>	

<p>6. ACCESS TO THE CURRICULUM</p> <p>Ensure that all teachers and teaching assistants have access to training on disability equality.</p> <p>Ensure all staff receive INSET on dyslexia and ASD.</p> <p>Ensure all staff are aware of and able to use SEN software and resources.</p>	<p>Not all staff have received training on disability equality.</p> <p>There is an identified need for staff training to help support teachers and teaching assistants in delivering specialist support for pupils with dyslexia and ASD.</p> <p>The range of SEN software at school is increasing. All classrooms have compatible computers to share software packages.</p>	<p>The school will use the expertise of LA Advisory Staff to train the ALNCO, who will share knowledge gained with the rest of the staff.</p> <p>Arrange INSET at school from experts on dyslexia and ASD.</p> <p>Audit of SEN ICT and other resources and make list available to all staff.</p> <p>INSET from ALNCO.</p>	<p>Autumn Term 2018</p> <p>Autumn Term 2018</p> <p>Summer term 2018</p>	<p>. Completed</p> <p>ASD Training for all staff took place Sept 2018</p> <p>Relevant staff have had training</p>	
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