



Pontypridd High School

Accessibility Plan

February 2018

Accessibility Plan

Date of policy:	July 2014
Adopted:	July 2017 Reviewed Premises Committee Meeting, 8 th February 2018
To be reviewed:	February 2020
Member of staff responsible:	Headteacher, Mr Huw Cripps
Committee Responsible:	Premises

This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from March 2018 – March, 2020. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

Aims

Pontypridd High School aims to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the physical environment of the school to cater for the needs of students with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for students with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and students aware of the importance of language.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Where it is practical to make reasonable adjustments to enable prospective pupils to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments, as outlined in the Equality Act 2010. The School will ask all applicants for admission to the School to say whether they have received any previous learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware. In assessing the student or prospective student, the School may need to take advice and request assessments as appropriate. The School will be sensitive to any issues of confidentiality at all stages.

This plan covers three main strands related to the Equality Act 2010;

1. Improving the physical environment of our school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services. Currently all students can access the curriculum regardless of disability. The school is a purpose built building which has taken into account the need for access to all.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

2. Increase the extent to which disabled pupils can participate in schools' curriculum. The curriculum is carefully designed to meet the needs of all learners and all students access a broad and varied curriculum. No student cannot access learning at Pontypridd High School. This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

3. Improving the delivery of information to pupils with disabilities. Any students requiring additional support are clearly identified on entry to Pontypridd High School and throughout their time in the School. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

Disability Definition

The Disability Discrimination Act (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term (defined as 12 months or more), adverse effect on his or her ability to carry out normal day-to-day activities.'

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more. The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand, perception of risk of physical danger. Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions. (See School's Equalities Policy)

Definition of Additional Learning Needs (ALN):

Students have Additional Learning Needs if they have a learning difficulty, which calls for additional educational provision to be made for them.

Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age
- are under compulsory school age and fall within the definition above or would so do if additional educational provision was not made for them. Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Pontypridd High School has adopted this accessibility plan in line with the school's ALN policy with the aim to ensure that our school is socially and academically inclusive, that all students have

access to a full curriculum, and that all students are appropriately challenged.

Every effort will be made to educate pupils in a mainstream classroom setting. Where this is not possible, the ALNCo will consult with the child's parents / carers for other flexible arrangements to be made.

The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities, and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

This Accessibility Plan should be read in conjunction with the following Pontypridd High School policies, strategies and documents:

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- Positive Relationships Policy
- Curriculum Policy
- Emergency Evacuation Procedures
- Equal Opportunities Policy
- Health and Safety Policy
- Race Equality Policy
- School Prospectus
- School Improvement Plan
- ALN Policy
- Teaching and Learning Policy
- Complaints Procedure
- Governors Annual Report to Parents

It is our aim to ensure that our provision enables all students to reach their full potential. The school does this by:

- Transition reports to all staff with regard to a student who have ALN and disabilities
- Annual assessment of all students to identify ALN and areas for intervention
- Keeping staff fully informed of the additional educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback as appropriate
- Providing regular training and learning opportunities for staff in all faculties. All staff should be up to date with teaching methods that will aid the progress of all ALN students
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- Making sure that individual or group tuition is available where it is felt that students would benefit from this provision
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels
- Listening to student views and taking them into account in all aspects of school life.

Pontypridd High School has the following adaptations in place to meet sensory and physical needs:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to different amplification systems
- access to lifts
- adaptations to school policies and procedures
- access to low vision aids
- access to specialist aids, equipment or furniture (each classroom has a desk for use with a wheelchair.
- regular and frequent access to specialist support.
- Wheelchair access

Pontypridd High School will ensure that no student is discriminated against in any of the following areas:

Teaching and learning : Classroom organization, timetabling, grouping of students, attainment, assessment and exam arrangements, alternative accreditation, tracking student attainment

Access and participation : Access to school facilities, activities to supplement the curriculum, school sports, breaks and lunchtimes, school meals, trips, clubs and activities

Policies and procedures : School policies, school discipline and sanctions, exclusion procedures

Access to Social Development : Interaction with peers, work experience, transition procedures, human resources procedures which support recruitment, retention and training of staff

Pontypridd High School will make every effort to make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure they are involved in every aspect of school life, and that all barriers to learning are removed. Certain adjustments require additional support from the Local Authority and these will be considered and put in place on a case by case matter;

The building and grounds : audio-visual fire alarms, wheelchair support in stairwells, assistance with guiding.

Teaching and learning : Tables for wheelchair use, extra staff assistance, an electronic or manual note-taking service, readers for students with visual impairments.

Methods of communication : ALN support, the provision of a sign language

interpreter, lip-speaker or deaf-blind communicator, induction loop or infrared broadcast system, videophones, readers for students with visual impairments.

This accessibility plan will be;

- Evaluated every two years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.
- Commented in the Governors' Annual Report to Parents
- Monitored through the Standards / Curriculum and the Premises Committees of the Governors
- Implemented in partnership with the Local Education Authority
- Published on the School website

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Pontypridd High School



Accessibility Plan Audit – February, 2018






Staff Responsible : Huw Cripps, Claire Cook, Claire Finney and Chris Evans






Answers are rated according to the following;

1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered

Section 1: Disability Awareness/Training		1	2	3	4	Comments for school to use
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?			●		Register is given and advice given and updated as and when required.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	●				

Section 2: How does your school deliver the curriculum?		1	2	3	4	Comments for school to use
3	Do all staff seek to remove barriers to learning and participation?	●				
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?		●			The new structure designed to meet the needs of groups of learners.
5	Are all children and young people encouraged to take part in music, drama and physical activities?	●				School Shows, wheel chair rugby, PE/Games, Sports Day, Eisteddfod






6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?					
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?					
8	Are all staff encouraged to recognize and allow for the additional time required by some pupils with disabilities to use equipment in practical work?					
9	Do you provide access to appropriate technology for those with disabilities?					Notebooks, laptops, specialized subject equipment.
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?					


Section 3: How does your school deliver materials in other formats for <u>anyone</u> who needs it?		1	2	3	4	Comments for school use
11	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?					
12	Do you have the facilities such as ICT to produce written information in different formats?					
13	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?					
14	Is furniture and equipment selected, adjusted and located appropriately?					
15	Do you ensure that all school are familiar with technology and practices developed to					






assist people with disabilities?					
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Section 4: Is your school designed to be accessible and meet the needs of all pupils?


16	Number of teaching spaces in block	Lower School = 27 Upper School = 47	16	Number of those teaching spaces which are accessible:	Lower School = All Upper School = All
17	Number of social spaces in block	Lower School = 1 Upper School = 2	17	Number of those social spaces which are accessible:	Lower School = All Upper School = All

4a General		1	2	3	4	Comments for school use
18	Are pathways and routes logical and well signed?					
19	Do you have emergency evacuation procedures to alert ALL pupils?					
20	Is appropriate furniture and equipment provided to meet the needs of individual pupils?					
21	Do furniture layouts allow easy movement for pupils with disabilities?					
22	Are quiet rooms/calming rooms available to children who need this facility?					

4b Getting to the Building		Yes	No	N/A	Comments for school use
23	Are car park spaces reserved for disabled people near the main entrance?				

24	Are there any barriers to easy movement around the site and to the main entrance?				No
25	Are steps needed for access to the main entrance?				No
26	Do all those steps have a contrasting colour edge?				
27	If there are steps, is a ramp provided to access the main entrance?				N/A
28	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				
29	Is it possible for a wheelchair user to get through the principal door unaided?				Automatic doors
30	If no, is an alternative wheelchair accessible entrance provided?				

4c Internal Facilities		Yes	No	N/A	Comments for school use
31	If there is a lobby at the principal entrance, is it possible for a wheelchair to negotiate the doors?				
32	Do all internal doors allow a wheelchair to get through unaided?				
33	Do all the corridors have a clear unobstructed width of 1.2m?				
34	Does the block have a wheelchair accessible toilet?				
35	Does the block have accessible changing rooms/shower facilities?				

4d Vertical Movement		Lower School	Upper School	Gym	Comments for school use
36	How many storeys in the block?	Two storey	Two storey	Single storey	
		Yes	No	N/A	
37	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?				

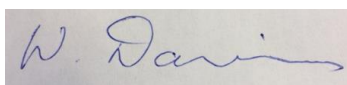
38	Is there a continuous handrail on each internal stair flight and landing?	●			
39	Does the block have a lift that can be used by wheelchair users?	●			
40	Do you have any other sort of mechanical means provided to move between floors? If yes, please state		●		
41	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	●			

4e Sensory Impairment		1	2	3	4	Comments for school use
42	Are non-visual guides used to assist people to use the building?				●	
43	Could any of the décor be confusing or disorientating for pupils with disabilities?				●	
44	Is a hearing induction loop available (either fixed or portable) in the school?				●	
45	Does the block have a 'Soundfield' sound reinforcement system?				●	
46	If there is a 'Soundfield' system, in what area?					
47	Do emergency alarm systems cater for those with hearing impairment? (eg flashing light)	No				

Approved by:



Mr Huw Cripps, Headteacher



Mr Bill Davies, Chair of Governors

Date: February 2018