



Disability Access Plan

Date adopted: 17th November 2016

Headteacher Signature.

A handwritten signature in black ink, appearing to be 'DWA', written over a horizontal line.

Chair of Governors Signature:

A handwritten signature in black ink, appearing to be 'Linda A Lewis', written over a horizontal line.

To be reviewed: in accordance with BCBC guidance

Brynteg Comprehensive School Disability Access Plan (Up dated September 2016)

There are three strands to this plan

- 1. Strand 1 Increasing the extent to which disabled pupils can participate in the school curriculum**
- 2. Strand 2 Improving the physical environment, building and grounds**
- 3. Strand 3 Information for disabled pupils which is provided in writing for pupils who are not disabled**

Context

The school occupies a very large site with many separate buildings spread across it, with the two furthest being about 500 metres apart. There is extensive pupil movement around the site and this presents some difficulties for those with breathing or mobility problems. The Lower School site has only two classrooms above the ground floor but there are ten rooms in huts. Four of these have had ramp access built but the others have only steps. The Upper School main building has seventeen rooms above the ground floor. There are no lifts. In the last two decades six new buildings have been constructed and these have been designed to a higher specification with planned wheelchair access and disabled toilets. Ramps have been built to improve access to both the Upper and Lower School halls in addition to the Maths and Business Studies blocks.

Most of the walkways and entrances to classrooms involve a single step, which can be easily negotiated by a wheelchair user with a 1:1 support or a pupil buddy, but presents a problem for independent access. Many of the walkways have had ramps and handrails added; ramps have recently been installed to the, Lower school hall, upper school canteen and 6th Form Common Room. A ramp to allow access to the main school entrance and reception area was completed during July/August 2014. Likewise a ramp to allow access to the Lower school hall and reception area in addition to a new disabled toilet in the lower school was completed during July/August 2016. There has been extensive painting, (bright yellow paint), of step edges to aid the visually impaired. A review of strategies to assist VI pupils (in conjunction with the BCBC specialist teacher), is currently being undertaken and a programme of works is planned for the August Holiday 2016. This builds upon the arrangements that were put in place to assist with the transition of a pupil who enrolled in September 2015. The school works closely with BCBC and the ALN department to address issues and concerns that arise from time to time. The school also has a number of portable ramps that can be deployed to all parts of the school upon request from a parent or pupil.

The school has accommodated a number of pupils using wheel chairs to get to lessons; we currently have one pupil on roll who requires the use of a wheelchair. He is currently in year 9. Working with the pupil and his parents has enabled us to gain extensive experience of where the problems have been. Most of these have been addressed. In practice we are now able to ensure delivery of the entire curriculum on the ground floor if needed; room allocations are occasionally made with specific pupils in mind.

Apart from pupils with mobility problems the school has successfully managed pupils with visual impairment, hearing impairment, heart and / or breathing problems, cystic fibrosis, leukaemia, epilepsy, diabetes, bladder and bowel problems and cerebral palsy. In such cases the Learning Support department liaises with the Premises Manager and the Leadership Team. We invite such pupils to spend a day or two with us before transfer to identify issues and our approach is to find solutions whenever we can. In any one year there are usually a significant number of pupils taking medication for ADHD and most teachers have had such children in their classes.

We have experience of providing large print versions of written material, audio tapes for the visually and hearing impaired, adapting ICT equipment and extensive use of 1:1 support staff. In all cases our aim is to keep pupils in their mainstream classes. All of our teachers are kept informed of the needs of individual pupils and are expected to be sensitive to their conditions and supportive. For some pupils we have provided scribes to take notes in lessons for them.

The school has employs a Pupil Health and Wellbeing Officer to provide a day to day service to pupils, parents and staff. This has ensured a high level of awareness throughout the school of conditions such as asthma, epilepsy and diabetes. Likewise the school has offers a counselling service on site and the pastoral staff can refer children directly.

The Leadership Team monitors the provision we make for disabled pupils and there is close liaison between pastoral teams, learning support and the premises staff. The school's Health and Safety Committee meets six times a year to identify any issues and some of these are relevant to the needs of disabled pupils. The Governors have nominated someone to take the lead on Learning Support issues and another one for Health and Safety. The Premises Manager reports directly to a Governors' Committee three times a year. The Governors' Curriculum takes an active interest in the needs of pupils with additional learning needs and of those with disabilities.

Many of the proposals included in the original 2004 plan have been addressed and we will continue to develop these. The limited number of new ideas in the current plan does not indicate a reduction in commitment. The Leadership team and the Governors are determined to make inclusion and integration fundamental principles of the way this school works. They are also committed to

improving accessibility in a school which still has a significant number of buildings unsuited to education in the 21st century. The school works closely with BCBC to remove old huts and replace them with modern buildings as finance becomes available.

Strand 1 Increasing the extent to which disabled pupils can participate in the school curriculum

Task	Actions	Teams responsible	Timescale	Monitoring	Outcomes
Ensure that we continue to provide an appropriate curriculum for some groups of pupils	Review the curriculum offered to pupils at KS3 and KS4 Identify improvements and plan implementation	Leadership Team Curriculum Working Party	No major changes for September 2016. Review provision during 2106 for possible change in September 2016.	Governors Autumn term 2016	Improved curriculum for all pupils at KS3 Reduction in problems experienced by pupils with additional learning needs Improved behaviour by some groups of pupils
Ensure appropriate vocational options at 14+ are available to pupils and develop skills needed by employers	Work with the 14-19 network to extend choices at 14+	Leadership Team	Ongoing – Hairdressing at Bridgend College Schools Plus programme Work with a range of external providers	As above	A curriculum better matched to the needs of all pupils Improved progression routes for pupils Basic skills levels enhanced
Meet the needs of specific individual pupils	Liaise with parents, pupils, Learning Support and the LEA to identify the needs of individual disabled pupils Staff training SEN and disability – as required. Classroom display Pupil's awareness in PSE Lessons to improve understanding by pupils.	Leadership Team Learning Support	Ongoing	Leadership Team Annual review of Learning Support with LT and report to Governors	All disabled pupils can access the curriculum they want to follow

	At least one classroom for all areas of the curriculum located on the ground floor.		RE room to be relocated prior to Sept '16		
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Strand 2 improving the physical environment

Task	Actions	Teams responsible	Timescale	Monitoring	Outcomes
Make the site as safe as possible for pedestrians	<p>Risk assessment on potential danger areas updated. Copy attached as appendix 1</p> <p>Separate traffic and pedestrians and slow down vehicles</p> <p>Additional signage and traffic management strategies in place.</p> <p>Disabled car parking clearly indented for visitors and pupils, (post 16).</p>	<p>Leadership team</p> <p>Premises team</p>	Ongoing – reviewed by MD and BB	H&S committee/MD/BB	Safer site – fewer accidents and near misses – safer for people with mobility problems
Improve access to identified areas of the school site.	<p>Identify rooms which should be provided with ramps.</p> <p>Disabled toilet in LS</p> <p>Provide study room access for wheelchair users who cannot</p>	<p>Leadership team</p> <p>Premises team- BB</p> <p>Governors</p>	<p>Work in school holidays Aug 2016 if required.</p> <p>Major modifications were completed during 2015</p>	<p>Report to Governors</p> <p>H and S committee</p>	More rooms accessible to people with disabilities.

	access the US library.				
Make Main Halls accessible	Identify possible solutions to this major access problem	Leadership team Premises team	Work completed during 2016	Report to Governors	Improve access to the main presentation areas of the school
Improve access for pupils with VI	Repaint all curb edges, steps. Repaint all corners, edges of handrails, stairwells etc., Supporting columns painted with yellow strips to assist VI pupils. Ensure that all doors have suitable access. Ensure that all toilet facilities are accessible and easily identifiable.	DHJ/MD/BB working with BCBC and ALN dept.	Ongoing revised annually. Aug 2016	Report to Governors building subcommittee Autumn term 2016 School H&S committee	Improved accessibility for VI pupils.
Improve lighting	Provide improved lighting to the pathway linking the two main buildings	Leadership team Premises team Governors	Ongoing	H and S committee	Remove potential danger for evening users of the site

Strand 3 Information for disabled pupils which is provided in writing for pupils who are not disabled

Task	Actions	Teams responsible	Timescale	Monitoring	Outcomes
Use ICT to communicate with pupils and parents	Expand use of intranet for curriculum materials Develop use of wikis by teachers VLE for use by pupils	ICT staff Leadership Team	Ongoing development	Leadership team	ICT access to curriculum resources and support for pupils
Agree protocol for creating alternative resources for individual pupils	Identify needs and workload Expand staffing in Learning Support and Office	Leadership Team Learning Support	Annually as needs are identified	ALN dept. IEPs Leadership team	Ensure unexpected demands can be met by staff without increasing workloads High quality resources
Improve access to information for parents	Develop school website and encourage parents to use it to access work and support for pupils as well as policies and day to day organisation Brynteg E-newsletter	ICT staff PD Leadership Team	Ongoing	Leadership team	Improved service for parents who want to support their own children's learning