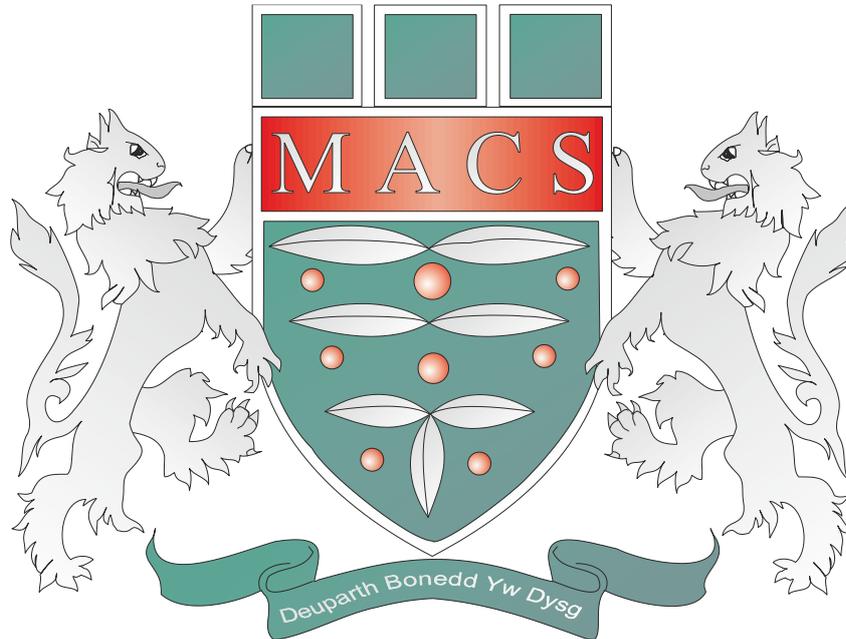


MOUNTAIN ASH COMPREHENSIVE SCHOOL

YSGOL GYFUN ABERPENNAR



DISABILITY ACCESS PLAN

Signed _____ *P. J. Jones* _____ (Chair of Governors)

Date _____ 11.2.19 _____

Updated: February 2019
Next update: February 2021

Mountain Ash Comprehensive School is committed to providing a full curriculum to as many students as possible and aims “to enable all people to achieve their full potential, academically, emotionally, physically and spiritually”. In particular the Governing Body recognises its responsibility under the Equality Act (2010) which prevents discrimination against disabled people in their access to education.

Definition of a Disability

- a) The Equality Act 2010 defines a disabled person as: “someone who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.”
- b) b. The definition covers students with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, dyspraxia, diabetes or epilepsy, students who are incontinent, or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. The definition also covers certain medical conditions when they have a long-term and substantial effect on students’ everyday lives.
- c) c. The Special Educational Needs and Equality Act 2010 imposed new duties on LAs and schools to prevent disability discrimination in the field of education. The Discrimination Duties require schools not to treat disabled students less favourably and to take reasonable steps to avoid putting disabled students at a substantial disadvantage

The Governing Body recognises its duty under disability legislation:

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled students less favourably;
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage;
- to publish an Accessibility Plan.

THE DOCUMENT

This document is divided into 4 sections:-

- Section 1 An audit of the present position using the DfES audit checklist
- Section 2 Access to the Curriculum
- Section 3 Access to the Physical Environment
- Section 4 Access to written information and information provided in alternative formats.

SECTION 1: SELF AUDIT

CURRICULUM	YES	SOME	NO
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.	✓		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?		✓	
Are your classrooms optimally organised for disabled students?		✓	
Do lessons provide opportunities for all students to achieve?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to student diversity?	✓		
Are all students encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	✓		
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding or disabled students who cannot engage in particular activities, for example some form of exercise in physical education?	✓		
Do you provide access to computer technology appropriate for students with disabilities?	✓		
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	✓		
Are there high expectations of all students?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		
Are all reasonable adjustments made for disabled students for examination entries?	✓		
PHYSICAL SURROUNDINGS			
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow for all students?			✓
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			✓
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	x		
Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components?			✓
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓		
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?		✓	
Are areas to which students should have access well lit?	✓		
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment?	✓		
Is furniture and equipment selected, adjusted and located appropriately?	✓		
ACCESS TO THE WRITTEN WORD			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	✓		
Do you ensure that information is presented to groups in a way, which	✓		

is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?			
Do you have the facilities such as ICT to produce written information in different formats?	✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		✓	

SECTION 2 – ACCESS TO THE CURRICULUM

- a) The overriding principle is to provide full curricular access to all students at the School.
- b) The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum, teaching methods and examination entry.
- c) Individual subject areas are responsible for accessing SEN data, making appropriate use of information provided by the Achievement and Inclusion Team and identifying probable areas within their subject where students could experience difficulties.
- d) Departments should identify staff development needs to improve their ability to meet the needs of students and include these within the performance management systems where appropriate.
- e) Links should be developed with agencies that can extend the expertise of staff and extend the learning experiences of students.
- f) All staff should feel confident in their ability to deal appropriately with every student. They should be able to identify when a child is not suited to an activity, and have an alternative available.

SECTION 3 – ACCESS TO THE PHYSICAL ENVIRONMENT

- a) The School aims to provide an inclusive environment for all staff and students.
- b) The main portion of the school was built in the 1990s but some refurbished blocks were built in the late 1960s and so can provide many challenges to disabled students. There are a number of ramps built within the school allowing access to the sports halls and outer buildings.
- c) Students who have statements for Physical or Visual impairments are able to use the support of Teaching Assistants to move safely around the school.
- d) There are accessible toilets available near the Main reception area, on the ground floor.
- e) The School's Fire Evacuation Procedures take account disabled students and visitors to ensure safe evacuation of the school in the event of a fire or

incident. Any visitors who require assistance in the event of a fire evacuation are required to complete a Personal Emergency (PEEP) Evacuation Plan. Any students requiring assistance in the event of an evacuation are to complete a PEEP with the assistance of their Head of Year.

- f) There are 2 dedicated wheelchair accessible parking bays situated nearest the main school entrance.

NB If a pupil or member of staff has an accident resulting in a disability (temporary or otherwise) then the school will risk assess the needs of that particular person and adjust their lesson location/teaching rooms as appropriate. Similarly, a risk assessment will be undertaken with all pregnant staff/pupils and locations and timing will be changed if appropriate in negotiation with the staff member/pupil (see Health and Safety HS8 'Pregnant Women at Work' for further details).

SECTION 4 – ACCESS TO WRITTEN INFORMATION

- a) Students who have difficulty accessing standard size print should have this fact identified on, or prior to admission, and this information will be transmitted to the Special Needs Department, who will become responsible for distribution to staff. All relevant information will be collated in the Special Needs database of student needs and kept available for staff interrogation. Each student portfolio will be reviewed by the Special Needs Department, who will ensure the student can comment on how their needs are being met.
- b) The Special Needs Department will communicate individual requirements for enhanced scripts to the LA specialist support staff, where appropriate.
- c) Staff must ensure that the specific needs of every student has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.
- d) Consideration must be given to the text presented to students, considering the need for simplified versions where this is appropriate.
- e) The use of projectors and TVs must be considered in the context of students disabilities. Recognition must be given that some formats, whilst beneficial to many students, will not be appropriate for all. An assessment should be made of the impact of using technology with a class where a disabled student is working

