

Section Two

Putting Policy into Practice

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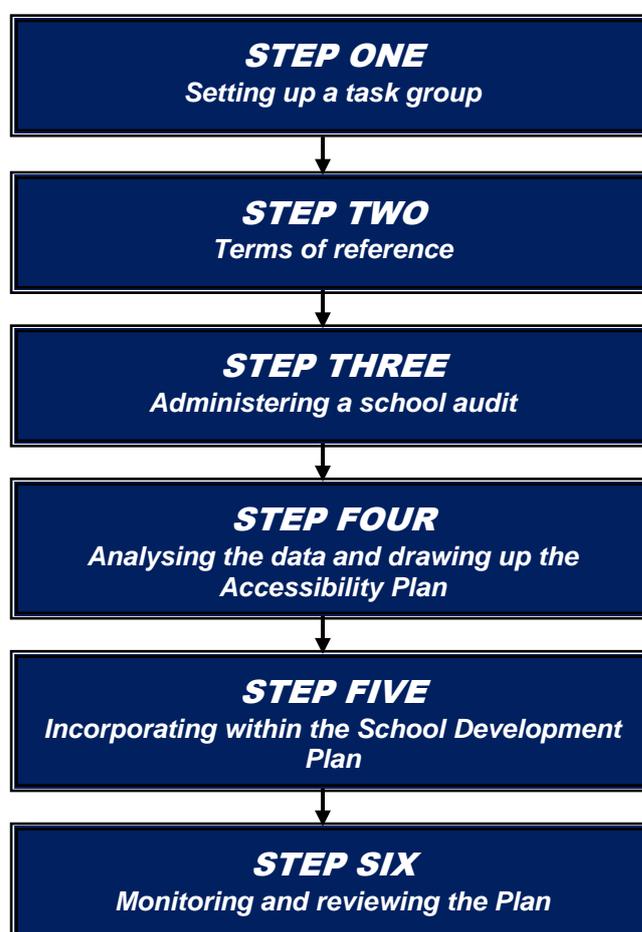
Putting Policy into Practice

PURPOSE . . .

- ◆ The purpose of this section is to offer a stepped approach to drawing up, implementing and reviewing a School Accessibility Plan.

STEPPED APPROACH . . .

- ◆ The following steps are suggested in carrying out this process:



STEP ONE: SETTING UP A TASK GROUP

- ◆ ***The school should have a senior member of staff who is responsible for disability issues within the school. This person should:***
 - ***Guide the school in co-ordinating the development of the School Accessibility Plan.***
 - ***Assist in the drawing up and maintaining of documentation and records relating to school access and audit issues.***
 - ***Involve relevant access groups, pupils and others in access audits of the school.***
 - ***Monitor and assess audit results in order to create recommendations and policies for the school.***

- ◆ ***The senior member of staff should be supported by a school task group in drawing up the School Accessibility Plan. This does not need to be a large group, but should be able to reflect all aspects of school life. Welsh Assembly Government guidance suggests that the group might include the school governor with designated responsibility for special educational needs; a parent of a pupil who is disabled; a representative from a local disability organisation; and the headteacher.***

- ◆ ***The group should make use of available expertise in developing, implementing and evaluating the plan. Pupils with disabilities; their parents; specialist teachers; and local voluntary and disability organisations are likely to have experience in identifying barriers to access and could help the group identify practices and arrangements that act as a barrier to admitting, accommodating and including disabled children and young people.***

- ◆ ***The group should be able to call on appropriate professional advice both within and outside the local education authority to help in the carrying out of an access audit and the preparation of an accessibility plan. These may include:***
 - ***Specialist staff of the Access & Inclusion Service.***
 - ***Surveyors in building maintenance in the Environment and Planning Services Directorate.***
 - ***Appropriate outside organisations who support people with disabilities.***

STEP TWO: TERMS OF REFERENCE

- ◆ *The school task group should be asked to assess current accessibility and identify barriers to access and inclusion. It should review the ways in which the current arrangements of the school might prevent or hinder pupils with disabilities from accessing education and all other aspects of school life.*
- ◆ *The review of access should cover the physical environment; the provision of auxiliary aids and services; teaching and learning practices; the curriculum; staff training; the culture and ethos of the school; and the provision of written information.*

STEP THREE: ADMINISTERING A SCHOOL AUDIT

- ◆ *The checklist on the following page has been developed to assist schools in carrying out their own self-evaluation. It has been designed to cover the 3 main areas that schools need to consider when exploring the issue of accessibility – namely:*
 - (1) The physical environment.*
 - (2) Access to the curriculum.*
 - (3) The availability of information in other formats besides written.*
- ◆ *The school task group should use the checklist as a guide in identifying the types of issues which may act as a barrier to access and complete it after carrying out a survey of the school and its facilities.*
- ◆ *The completed checklist will be a useful aid in determining what priorities should be addressed in drawing up the School Accessibility Plan.*

*Meeting Individual Needs in Bridgend
Bridgend Schools' Accessibility Plans*



Bridgend Education, Leisure & Community Services Accessibility Audit Checklist

School: Ysgol Bryn Castell



INTRODUCTION

- ◆ This checklist has been developed to assist schools in carrying out their own accessibility audit. It covers the 3 main areas that schools need to consider – namely:
 1. Physical environment .
 2. Access to the curriculum.
 3. Availability of information in other formats

- ◆ Whilst every effort has been made to cover all aspects of the school, it is impossible in one checklist to cover every eventuality and every type of building.

- ◆ Where a school has multiple blocks, you may find it useful to use parts of the checklist for each block.

- ◆ Schools should use this checklist as a guide to help identify what are the priorities in making the school more accessible for pupils with disabilities.

- A. *Your school must plan to improve the physical environment of the school***
 1. Are all pupils able to access, when required and in safety, the external/internal areas and features of the school?

- B. *Your school must plan to increase the extent to which disabled pupils can participate in your school's curriculum***
 1. Your school has a duty to improve access to a full, broad and balanced curriculum.
 2. Your school must try to fulfil certain objectives.
 3. Your school must deliver its curriculum and written materials in alternative formats.
 4. Your school should plan to make use of physical aids to access education.

- C. *Your school must plan to improve the delivery of information to disabled pupils***
 1. Your school must plan to improve the delivery of information to its disabled pupils.
 2. Information delivered to disabled pupils must take account of certain factors.
 3. Are there barriers to access in the culture of your school?
 4. Are there indicators of an inclusive culture present in your school?

A: YOUR SCHOOL MUST PLAN TO IMPROVE THE PHYSICAL ENVIRONMENT OF THE SCHOOL

1. Are all pupils able to access, when required and in safety, the following external/internal areas and features of the school?

Feature	YES	NO	Comments
1. Parking areas:			
a) Do you have designated Disabled Parking spaces?	X		
b) How many do you have?	2		
c) Are they close to the main entrance door?	X		
2. Pathways of travel:			
a) Are these close to parking spaces?	X		Some Pavements are adjacent to parking spaces
b) Are they covered?		X	
c) Are there any obstructions, such as pillars, litter bins, etc.?	X		Lamp posts are situated towards the edge of some pavement areas, outdoor litter bins are in use.
3. Steps and stairways:			
a) Are there any steps/stairways out to grounds?	X		
b) How many entrances have steps?	11		No steps to main entrance to school, the entrance to the Bridge Alternative Provision area or the KS3 entrance, however there are steps leading to the KS3 teaching area. External steps lead from the KS3 entrance towards both the Post 16 entrance and the Yard/ KS4 entrance. One step to access the KS2 entrance. One step to access the Post 16 entrance and two flights of stairs to access the Post 16 teaching area. Tower Steps at entrance to the ASD department opposite KS2 entrance. External steps to access the KS4 teaching area. External steps to access ASD tower 1 entrance. Opposite Sports Hall. External steps to access the area of the school adjacent to the science room fire escape and the entrance to the rear of KS4 classrooms. External step x 1 to enter the sports hall. External fire escape steps leading from the dance studio in the sports hall. Internal stairs leading from Sports Hall to dance studio.
c) How many steps are there?			External – KS2 – 1, External steps leading from KS3 entrance towards the Post 16 entrance main yard area and KS4 – 12 Post 16 – 1 external step and 22 leading to the Post 16 teaching area. KS4 external from the yard area – 24. External steps leading to the rear of the school – 5.

Feature	YES	NO	Comments
			External steps leading to the Science Fire Exit – 8 External step x 1 leading to the fire escape doors for the CAD room. External step x 1 leading to the fire escape doors for the KS4 classroom. External step x 1 leading to the KS4 staff room/ coffee shop area. External step x 1 leading to the Coffee shop kitchen. ASD Tower 1 - 25 External steps to ASD tower - 12 ASD Tower 2 - 25 KS3 Teaching area - 36 Concrete Steps lead to the KS2 play area. – 14 Fire Escape from Sports Hall – 21 Internal steps in sports hall to Dance Studio – 18 Internal steps to lower ASD department - 12
d) Are handrails provided?		X	Not all steps have handrails
e) If so, are ramps provided?		X	Ramp in place at rear of school only.
f) Do any ramps have handrails?	X		
g) Are there any other means of entrance?	X		Several entrances to school as above
h) Do stairways have open steps?	X		Steps on the external metal fire escape from the sports hall.
i) Do stairways have open banisters?		X	Only External steps have open barriers; however, they are fitted with a central bar. Internal steps to main teaching area are not open, however steps leading to main hall from reception have an open centre banister again fitted with a central bar.
j) If metallic is there anti-glare protection?	X		
k) Are steps/stairways non slip?	X		
l) Are handrails/banisters continuous?	X		
m) Do you have any markings on the edge of each step for people with visual impairments?		X	In Place on a small number of steps only.
n) Do you have any form of indication for the top and bottom of stairs/steps?		X	On external steps leading to the Post 16/ KS4 entrance steps have indications. Not in place on other steps.
4. Gates:			
a) Are gates left open?		X	Only date that is open during the day is the main gates to the car park – unable to close due to frequency of traffic onsite.
b) if not - are they easy to operate?	X		Majority of gates are fitted with Mag locks and are easy to open by staff.
5. Surfaces and paving:			
a) Are tarmac/paved surfaces smooth?	X		Majority of tarmacked area is smooth. Site staff monitor paved areas.
6. Entrances and exits:			
a) Is the main site entrance i) Pedestrian? ii) Vehicular? iii) Both?	Both		

Feature	YES	NO	Comments
b) Is the main entrance close to the main building?		X	Main entrance to school grounds leads to the taxi drop off and car park areas.
c) Is the main site entrance i) Pedestrian? ii) Vehicular? iii) Both?	Both		
d) Is the main entrance close to the main building?		X	Main entrance to school grounds leads to the taxi drop off and car park areas.
7. Kerbs:			
a) Are dropped kerbs available?	X		
b) Are these close to any disabled parking spaces?	X		
8. Lighting:			
a) Is the car park well lit?	X		
b) Is the route to the main building well lit?	X		
9. Emergency assembly areas:			
a) Are these accessible to all?	X		Pupils who are unable to manage steps have a PEP in place. Emergency area has been identified at the top of the KS4 steps away from the building
10. Signs and directions:			
a) Are signs and directions provided?	X		
b) Are these clear?	X		
c) Can they be seen easily e.g. by wheelchair users?	X		
d) Are they lit in any way?		X	Small number of signs are lit.
11. Play areas:			
a) Are these accessible to all?		X	The KS2 play area is in a grass bowl type area with external steps or grass bank to access. The main yard area / Astro turf can be accessed from the YBC floor via the lift.
b) Do you have any soft play surfaces?	X		Astro turf pitch and astro turf on KS2 playground but no rubberised play surface
12. Outdoor sports facilities:			
a) Are these accessible to all?	X		
13. Indoor sports facilities:			
a) Are these accessible to all?	X		
b) Do you have any hoists in these areas?		X	
14. Toilets and washing facilities:			
a) Do you have any disabled toilets?	X		
b) If so - are they accessible to all?		X	Toilets are not convenient for access from all parts of the school.
c) If so - are they in the main building?	X		
d) How many do you have?			3 one in main reception x 2 on the Bridge Alternative floor
e) Do you have a hoist in the toilet?		X	
f) Do you have changing facilities/changing bed in the toilet?		X	

Feature	YES	NO	Comments
g) Is there sufficient space for wheelchairs to turn?	X		
h) Are all services in the toilets, i.e. flushes, taps, etc. accessible to all (including wheelchair users)?	X		
i) Can wheelchairs access easily any non-disabled toilet?		X	
j) Are accessible handrails provided in any non-disabled toilet?		X	
15. Main entrance door:			
a) Is the main door accessible to all?	X		
b) Are there any alternative entrances which are accessible?	X		
c) Do you have a door entry system?	X		
d) Is it well lit?	X		
16. Main reception/office:			
a) Is this close to the main door?	X		
b) If not - is it clearly signed?			
17. Alarms:			
a) Do you have visual as well as audible alarms?	X		
b) Are audible alarms loud enough and clear?	X		
18. Means of escape:			
a) Are routes of escape signed clearly?	X		
b) Are fire/emergency exits accessible?	X		
c) If not - are alternative procedures in place?	X		
19. Multiple blocks:			
a) Is at least one block's main entrance accessible to all?	X		
b) Are the blocks clearly distinguishable?	X		
c) Are pathways between blocks accessible?	X		Sports Hall only
20. Multi-storey blocks/buildings:			
a) Do you have a lift?	X		
b) How many do you have?	3		One lift from ground floor to YBC teaching area in main building. One lift from ground floor in sports hall to dance studio. One stair lift from reception to main hall
c) If yes - do you have a lift in each block?		X	Stairs to part of the ASD department x 12 no lift or ramp available in this location.
d) Is supervision required to operate the lift?	X		
21. Doors, door furniture, door signs:			
a) Is the main access door to the school accessible?	X		
b) Are doors easy to operate?	X		

Feature	YES	NO	Comments
c) Can doors be held open?	X		
d) Do they close slowly?		X	Not all doors close slowly
e) Do you have any automatic doors?		X	
f) Can signs on doors be easily read?	X		
g) Are door signs at an accessible height for people in wheelchairs and people with a visual impairment?	X		
h) Are doors/doorways wide enough for wheelchairs?	X		
i) Are there any lips on the threshold of the doors?	X		Small lips at threshold of several doors.
j) Are fully glazed doors marked clearly?			No fully glazed doors.
22. Corridors:			
a) Are main corridors wide enough?		X	Corridor in the KS2 area is a little narrower than other areas.
b) Are they well lit?	X		
c) Are there any steps?	X		Steps on the ASD Corridor x 12
d) If so - are ramps provided?		X	
e) Are these steps/ramps marked clearly?	X		
23. Windows, walls and floors:			
a) Can you prevent glare from windows, e.g. blinds, tinted windows?	X		
b) Are walls and floors colour contrasted?	X		
c) Do you have open matwells?	X		By main doors fitted with mats
d) Are internal floors even?	X		
24. Classrooms, Halls, Library areas:			
a) Are all these accessible to all?		X	X 4 classrooms not accessible to all in the ASD Department
b) If not - are any accessible?	X		
c) Is there room to manoeuvre within the rooms?	X		
d) Are bookcases, stores accessible?	X		
25. Workshops, Laboratories:			
a) Are all accessible?		X	Construction area only accessed via small set steep internal steps
b) If not - are any accessible?	X		
c) Is specialist seating, workbenches provided i.e. adjustable height table or work surfaces?		X	
26. Dining facilities:			
a) Is this area accessible to all?	X		
b) Do you have self service?		X	
c) If yes - are provisions made for special pupils i.e. cutlery, non-slip mats?	X		As required
d) Is the servery accessible?	X		
e) Are suitable tables provided?	X		
f) Are menus easy to read?	X		
g) Are vending machines easy to operate?			No Applicable

Feature	YES	NO	Comments
27. Noticeboards:			
a) Are these clearly visible?	X		
b) Are they cluttered?		X	
c) Are important notices indicated clearly?	X		In staff room areas. Display boards in classrooms and main corridors display pupils work
d) Are noticeboards/notices at a suitable height?	X		
28. No-go areas:			
a) Are dangerous areas marked clearly?	X		
b) Are hazardous rooms kept locked?	X		

2. Does your school have examples of any of the following adaptations or facilities in place?

Facility	Yes	No	Comments
1. Loop systems for hearing impaired?		X	
2. Room acoustics modifications?		X	
3. Specifically designed furniture?	X		Tough furniture used in some ASD classrooms
4. Accessible equipment?	X		Where required
5. Other classroom aids?	X		Where required
6. Specifically designed décor?	X		In some areas
7. Different floor coverings?	X		Hard flooring by sink area in the KS2 and some ASD classrooms with carpet in teaching areas
8. Different floor textures?	X		Vinyl in main corridors, carpet in most classrooms. Some classrooms KS2/ ASD Hard flooring by sink area, carpet in teaching area.
9. Ventilation systems?	X		
10. Adjustable lighting?		X	
11. Emergency alarms for all pupils?		X	
12. Tactile routes?		X	

B: YOUR SCHOOL MUST PLAN TO INCREASE THE EXTENT TO WHICH PUPILS WITH DISABILITIES CAN PARTICIPATE IN YOUR SCHOOL'S CURRICULUM

1. Your school has a duty to improve access to a full, broad and balanced curriculum. Elements covered include the following:

Feature	YES	NO	Comments
1. Can the curriculum be organised to accommodate special pupils?	X		
2. Can pupils be moved within classrooms?	X		
3. Can you re-organise the timetable so that all pupils can be taught in accessible areas?	X		
4. Do you have any buddying arrangements?	X		

2. You are required to consider the following issues:

1. School organisation
2. Classroom organisation
3. The use of all staff to support pupils
4. The deployment of teachers and learning support assistants
5. Changes to the timetable
6. A wide curriculum in terms of options on offer to the pupils
7. A clear and straightforward method of ensuring that all staff have access to all relevant information
8. Guidance on and access to training for all staff

3. Your school must try to fulfil the following objectives:

1. Plan to improve accessibility progressively
2. Respond to the individual needs of the pupils
3. Consider the general barriers for access to the curriculum
4. Consider the needs of a range of disabled pupils
5. Use the Special Educational Needs framework to support those pupils who are identified as receiving School Action or School Action Plus on the SEN Code of Practice
6. Have regard to the National Curriculum and its statement on inclusion
7. Consider staff training needs

4. Identify how your school delivers its curriculum and written materials in alternative formats and ask the following questions. How does your school respond?

Question	Response
1. What provisions are made for making information available to all people who may need access to goods, services and facilities?	Information is individualised to allow access for all pupils
2. Do you provide information in Braille, large print or audiotape for pupils and prospective pupils who may have difficulty with standard forms of printed information including displays?	Information is individualised to allow access for all pupils
3. Do you provide access to computer technology appropriate for students with disabilities including ergonomics and screen information accessibility? i.e. switches, adjustable height seating and tables?	Yes as required
4. Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities which affect their vision, e.g. by reading aloud overhead projections, describing diagrams, verbal consolidation and alternative formats?	Information is individualised to allow access for all pupils
5. Do you have facilities to produce written information in a variety of font sizes?	As required
6. Do you make use of RNIB guidelines on producing written information in accessible formats?	Not currently
7. Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes
8. Do you ensure that teachers and learning support assistants have the necessary training to teach and support pupils with disabilities?	Yes
9. How are special needs learning support assistants utilised?	Allocated according to Pupils needs
10. Do you organise classrooms optimally for pupils with disabilities?	As required
11. Are lessons responsive to pupil diversity? How?	Yes – Lessons are specific to the individual need of the pupils
12. Are lessons made accessible to all pupils? How?	Yes – Lessons are specific to the individual need of the pupils

5. Does your school make use of any of the following physical aids to access education:

1. ICT equipment?	Yes
2. Enlarged computer screens and keyboards?	As required
3. Keyboards?	As required
4. Special switches and mice?	As required
5. Specialist software?	As required
6. Accessible websites?	As required

C: YOUR SCHOOL MUST PLAN TO IMPROVE THE DELIVERY OF INFORMATION TO PUPILS WITH DISABILITIES

1. Your school must plan to improve the delivery of information to its pupils with disabilities. This will include the following examples:

1. Handouts, worksheets, other class-based information.
2. Examination and test materials including standardised test materials.
3. School information, such as timetables, signs, notices, school information pack.
4. Information about school events, such as concerts, trips, sports events.
5. Newsletters.
6. Information about extra-curricular activities.

2. Information delivered to pupils with disabilities must take account of factors such as the following:

1. The use of Braille.
2. The use of an audiotape.
3. Preparing documents using large print.
4. The use of other alternative formats.
5. The provision of information orally.
6. The use of lip speaking.
7. The use of sign language.
8. Preparing documents using a recognised symbol system.
9. The use of ICT.
10. A reasonable timeframe for the preparation of documents.
11. The individual impairments and needs of the pupils.
12. The preferred formats of the parents.

STEP FOUR : ANALYSING THE DATA AND DRAWING UP THE ACCESSIBILITY PLAN

- ◆ *Having carried out an audit of the school and its facilities – the next step is to identify what actions need to be taken and how these are to be implemented within the School Accessibility Plan.*
- ◆ *Schools should list all of the necessary adaptations (including realistic cost estimates). These could be divided into ‘Focus Areas’ or ‘Development Target Areas’ such as – staff training; teaching and learning practices; refurbishment and maintenance; minor capital works; major capital works.*
- ◆ *Schools should then draw up short, medium and long term priorities and devise action plans to address these priorities with clear implementation arrangements and a timeframe for the work. Where priorities involve major capital works – the LEA needs to be advised of these so that they can be taken into account in planning the future capital programme.*
- ◆ *Targets set within School Accessibility Plans should be specific enough to enable them to be measured and appropriate monitoring arrangements need to be in place to evaluate outcomes.*
- ◆ *Schools need to resource their accessibility plans appropriately if they are to be implemented successfully. The costs involved need to be incorporated within current and future budget commitments.*
- ◆ *A plan is only likely to succeed if those responsible for its implementation have ownership of it. The school may wish to consult on the content of its plan before its implementation. The plan must also be approved by the school’s governing body.*
- ◆ *Publicising the plan serves to reinforce a sense of ownership and stake in the success of the plan amongst staff, governors, pupils and parents.*
- ◆ *A possible format for representing the School Accessibility Plan is shown on the following pages.*

Ysgol Bryn Castell



School Accessibility Plan

Commencement Date: July 2023

Review Date: July 2026 (unless earlier review is necessary)



FOCUS AREA

Ysaol Brvn Castell

Timeframe	Targets	Key Actions	Key Personnel Involved	Resource Implications	Timescale	Monitoring Arrangements
Short Term	Continue to ensure that school activities are accessible to all pupils, Parents/Carers and the school community	<ul style="list-style-type: none"> • Maintain risk assessment and thorough planning through EVOLVE and usual school processes • Build access arrangements into invitations for events 	All staff Admin Team HSLOs SMT/MT	N/A	Ongoing	Ongoing by HT through EVOLVE approval and SMT as part of usual processes
Medium Term	The school will develop and implement a consistent accessible communication strategy across the whole school	<ul style="list-style-type: none"> • Development of communication guidance • Training for staff • New signage • Promotional information • Specialist resources and equipment 	SaLT; SDa; school staff	£1,500 Time for staff to plan and implement Staff training	April 2023 to April 2025	Through SIP
Long Term	Improved access to outdoor learning areas of the school including Forest Schools area, allotments and KS2 playground	<ul style="list-style-type: none"> • Liaison with BCBC • GB consideration • Feedback from pupil parliament 	<ul style="list-style-type: none"> • BCBC • GB • Premises Team • SMT • Pupil parliament • 3rd sector organisations and companies 	TBC	5 to 10 years	Through GB meetings

STEP FIVE: INCORPORATING WITHIN A SCHOOL DEVELOPMENT PLAN

- ◆ *Maintained schools have a duty to publish information about their accessibility plans in their governors' annual report to parents. This might constitute a summary of the full accessibility plan, making it clear where copies of the full plan can be obtained. They may be asked to provide copies of their plans in alternative formats to the written format.*
- ◆ *It would be good practice to co-ordinate the implementation and ongoing review of the school accessibility plan within the school development plan – so that issues of expenditure, building adaptations, resource development, and staff awareness/development are seen as part of the overall school development.*

STEP SIX: MONITORING AND REVIEWING THE PLAN

- ◆ *Regular monitoring and evaluation of the school accessibility plan is vital if the senior school management, the school governing body and other interested parties are to be kept informed as to whether the targets set within the plan are being achieved and whether the action plan is producing value for money.*
- ◆ *Schools are required to keep the accessibility plan under regular review and to revise it as necessary. The monitoring arrangements should be developed as part of the action plan and made explicit within the plan.*