



ACCESSIBILITY PLAN

The aim of this plan is to set out how St Teilo's Church-in-Wales High School intends to increase the accessibility of all activities and facilities to disabled students over time.

We are committed to providing an inclusive environment for all students and support the Cardiff Accessibility Strategy.

Definition of Disability

1. The Disability Discrimination Act 1995 (DDA) defines a disabled person as: "someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities".
2. 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.

The Special Educational Needs and Disability Act 2001 imposed new duties on LEAs and schools to prevent disability discrimination in the field of education. The Discrimination Duties came into force in 2002 and require schools:

- a. not to treat disabled students less favourably; and
- b. to take reasonable steps to avoid putting disabled students at a substantial disadvantage

This document is divided into 3 sections:

- Section 1: An audit of the present position using the DfES audit checklist
- Section 2: Identification of the key points specifically appropriate for St Teilo's Church-in-Wales High School
- Section 3: The action plan – which addresses improving access to:
- a. the curriculum
 - b. the physical environment
 - c. written information and information provided in alternative formats.



Self-Audit – Accessibility

Curriculum:	Yes	Some	No
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.		X	
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?		X	
Are your classrooms optimally organised for disabled students?	X		
Do lessons provide opportunities for all students to achieve?	X		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to student diversity?	X		
Are all students encouraged to take part in music, drama and physical activities?	X		
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	X		
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	X		
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	X		
Do you provide access to computer technology appropriate for students with disabilities?		X	
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?		X	
Are there high expectations of all students?	X		
Do staff seek to remove all barriers to learning and participation?	X		
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 access for all students?		X	
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?	X		
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?	X		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	X		
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?			X



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Are areas to which students should have access well lit?	X		
Are steps made to reduce background noise for hearing-impaired students such as considering a room's acoustics and noisy equipment?	X		

Is furniture and equipment selected, adjusted and located appropriately ?	X		
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?	X		
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?	X		
Do you have the facilities such as ICT to produce written information in different formats?	X		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		X	

Main points in our plan:

Access to the curriculum:

- The overriding principle is to provide full curricular access to all students who have been allocated a place at St Teilo's Church-in-Wales High School.
- 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 and teaching methods
- Individual subject areas are responsible for accessing AEN data, making appropriate use of information provided by the Additional Needs Department and identifying probable areas within their subject where students could experience difficulties.
- Departments should identify staff development needs to improve their ability to meet the needs of students and include these within the performance management systems
- Links should be developed with agencies that can extend the expertise of staff and extend the learning experiences of students



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- 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.

Access to the physical environment

Within our building there is significant improved access for disabled students. The design of the new site (September 2013) is fully DDA compliant. Access arrangements include:

- Large numbers of disabled access toilets to limit travel distances for disabled building users (keys provided).
- Lifts to all floors operated by access control (cards provided).
- Appropriate contrast between floors, walls and doors for visually impaired building users.
- Audio and visual fire alarm systems installed.
- Automatic entry doors for wheelchair users (cards provided).
- Double leaf doors and wide corridors to assist wheelchair users.
- 2 large hygiene rooms provided for physically disabled building users.
- External pathways for wheelchair users.
- Wheelchair safety zones with emergency call buttons at top of stairwells in case of fire.
- Tactile buttons on lifts.
- Appropriate acoustic protection within the building.

Access to written information:

- 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 Additional 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 Additional Needs Department, who will ensure the student can comment on how their needs are being met.
- The Additional Needs Department will communicate individual requirements for enhanced scripts with the reprographics technician to enable them to produce material for a specific student without having to refer back to the requesting member of staff. Teaching staff will take work to reprographics specifying which student requires the work, and for when.
- Students needing enhanced print should not be sent to collect their own version of a worksheet, which should have been prepared in advance of the lesson.



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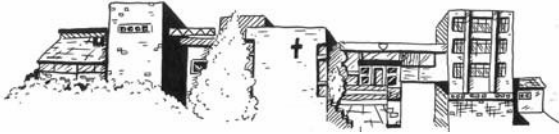
- Staff must ensure that the specific needs of every student has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.
- Consideration must be given to the text presented to students, considering the need for simplified versions where this is appropriate
- 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 a technology with a class where a disabled student is working.



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Action Plan for improving accessibility 2013 – 2016

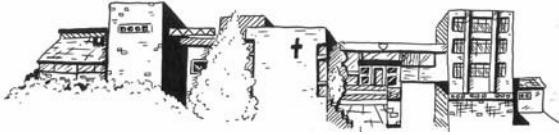
Target	Tasks	TIMESCALE	Responsible staff	Success criteria
Access to the curriculum				
Information about students accessible	Continue to annually update school system to ensure that AEN information regarding students with identified disabilities is easily accessible to staff	Sept each year	GS/RJ	Information available on shared area for staff System clear for maintenance of data
Barriers within subjects	Review where barriers exist and ensure that team development plans identify necessary actions	Jun/Jul each year	Subject Leaders Directors of Study	Development plans contain elements to tackle specific issues related to disability
Review of pupil needs	Continue to ensure that all students with identified disability to have their annual support reviewed by the AEN team	Jan- July each year	GS/RJ	Review of pupil needs to have been undertaken, and recommendations available to staff
Links with external agencies	Further develop links with external agencies who work with disabled students	Jan - July each year	GS/RJ	Increased awareness of what each external agency can do to support out students
Increased staff awareness	Empower staff to deal with students appropriately through training as needed	On-going. New staff induction element in Oct each year	GS/RJ	Staff are confident with their ability to teach identified students effectively
Trips	Review accessibility for identified students on trips	As needed	MT coordinate	Procedures reviewed for planning trips to ensure accessibility issues considered



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Access to the physical environment				
Evacuation procedures	Annual review of procedures	Mar each year	MT	Review of needs of students and what they do during emergency situations
Appropriate furniture	As guided by statement	As needed	GS/RJ	Ensure identified needs are met, details from GS

Access to written information				
Enlarged print	Maintain systems for informing the reprographics team of the specific needs of identified students	On-going	Subject Leaders	Students receive appropriate enlarged print for lessons



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Access to ICT projection/laptops for text entry	Make relevant ICT available to students with specific needs	On-going	GS/RJ	Students to be using appropriate ICT equipment Staff to be aware of how students can use ICT to support their learning
Communication with parents	Ensure that appropriate arrangements are made to ensure that parents whose first language is not English have access to communications from school.	On-going	CW/CG	Database that shows someone who can translate is available to parents, or where necessary a written translation is provided.

Reviewed: Autumn 2014

Next review: Autumn 2017