



## **Ysgol Plas Brondyffryn Accessibility Plan Policy**

This Policy has been written to cover all sites belonging to Ysgol Plas Brondyffryn. This includes:

Ty'n Fron – Primary Site

Park Street – Secondary Site

Ty'r Ysgol –Secondary Site- SLD

Gerddi Glasfryn – Residential Site

*Please note that whenever the term Brondyffryn or School appear it is therefore referring to all of the above sites.*

### **1. Description of School and its Community**

Ysgol Plas Brondyffryn is a Local Authority Residential Special School maintained by Denbighshire Education Authority. The school specialises in meeting the needs of children/young people with Autistic Spectrum Condition (ASC) and associated specific learning difficulties aged 3-19 years. As a Regional school, Ysgol Plas Brondyffryn welcomes children/young people from across North Wales and the closer counties of England. Our policies are relevant to all our children/young people regardless of county of residence.

The majority of the children/young people are from English speaking families. For most children/young people, Welsh is taught as a second language; however, education can be provided through the medium of Welsh if requested by the family and detailed in the Statement of Special Educational Needs. The majority of the children/young people are boys due to the higher prevalence of autism in males.

At YPB we are conscious of the need to maintain a low arousal environment which has been shown to be beneficial for individuals with ASC, reducing their anxiety and aiding concentration. To this end, we strive to keep all areas tidy and free from clutter; to make sure classroom displays are orderly and muted in colour; to communicate information in a clear and concise manner and to aim for a quiet and calm atmosphere. The

approach varies on each site as dictated by the needs and abilities of the pupils and our aim is always to organise the environment as far as possible to promote independence in our young people.

## **2. Description of Policy Formation and Consultation Process**

This Policy has been formulated by a working party consisting of the Senior Leadership Team. Staff, governors and parents were consulted before the Policy was finalised and formally adopted by the Governing Body.

## **3. Introduction**

The Special Needs and Disability Discrimination Act (2001) requires that all schools should plan to increase access to school for disabled pupils. (NAW Circular 15/2004)

Our own Equality of Opportunity Policy states

“We aim to ensure that the school is a place where everyone - irrespective of their age, race, language, colour, gender, marital or civil partnership status, sexual orientation, size, religious or political beliefs, ethnic or national origin, previous occupation or disability - feels welcomed and valued.”

We feel strongly as a school that we will endeavour to ensure that the school becomes more readily accessible to all pupils, parents, teachers and visitors who have physical disabilities.

We have completed the attached accessibility plan to attempt to achieve our aims.

## **4. Audits:**

A request for DDA audits across all sites was made to Denbighshire County Council with the view to produce updated reports and to allow the school to produce the necessary action plans.

These were carried out in all sites this academic year. Reports have been produced on the following sites:

- Ty'r Ysgol
- Gerddi Glasfryn
- Park Street
- Primary

## **SCOPE OF SURVEY**

1. All inspections comprised a visual assessment of the premises in terms of suitability and/or deficiency in respect of Access for the Disabled and Legislation appertaining to Disabled Access including the following;

- Disability Discrimination Act
  - Part M of the Building Regulations
  - Relevant British Standards
2. The assessment was carried out by the use of the IPF Access Audit Check List, with recommendations for improvements, which when complete will provide a record of present access arrangements and conditions together with an indication of the scope and cost of the changes and/or improvements which need to be provided to meet the legislative requirements.
  3. The Access Audit Checklist was compiled to reflect good practice outlined and incorporated in the document 'Designing for Accessibility' published by the Centre for Accessible Environments.  
The guide provided good practice in terms of meeting the basic design considerations for all aspects of a building, including those provisions which fall within the scope of Part M of the Building Regulations.
  4. The inspection was restricted to those parts of the buildings as defined by the Client in the pre-survey brief.
  5. The survey was conducted by following a logical approach of how a person would arrive at, enter and use a building, i.e. starting from the nearest point of Public Transport (if applicable) to the entrance of the curtilage of the site and from car parking which is provided within the building site, looking at the accessibility of the routes up to all the entrances, followed by entry and circulation
  6. If a building did appear to be accessible due to significant architectural features, the survey and assessment still proceeded as other elements of the building would still need to be assessed.

## Sept 19-October 22

	<b>Targedau Targets</b>	<b>Strategaethau Strategies</b>	<b>Canlyniad Outcome</b>	<b>Amseriad Timeframe</b>	<b>Cyflawniad Nod Goals Achieved</b>	<b>Cost Cost</b>
<b>Curriculum</b>	Ensure all pupils have access to appropriate technology for recording work- e.g. chrome books, kindles, ipads	Audit of needs across sites (AHT with SD) Costing of needs across the sites (SD & KM) Bids to charities to cover the costs (SD & KM) Begin with pupils who have recommendation for technology via OT	All pupils to have access to appropriate IT equipment	Oct 21		To be audited
	Development of a 'nurture' group for identified pupils to maintain engagement in school	Double room base established Staffing identified and training offered for staff Personal timetables in place for pupils based on their interests	Pupils school placement maintained for SEMH needs	Oct 20 and ongoing		Cost of partition Additional staffing costs Training costs
<b>Training</b>	Ensure staff have access to social emotional and mental health training	Professional learning plan to identify learning offer for all staff and staff identified as key workers for SEMH (SLT)	Pupils with additional social emotional and mental health needs will have access to appropriately	<b>Oct 21</b>		

			trained staff to support			
<b>Buildings</b>	Ensure all pupils have access to break out spaces	Work with LA on plans for 21 <sup>st</sup> Century schools and ensure this is covered within recommendations (JB)	All pupils will have access to appropriate break out spaces	Oct 22		Unknown at this point but should be covered by 21 <sup>st</sup> century schools

Policy reviewed: Summer 2016  
Autumn 2019  
To be reviewed: Autumn 2020

**Wellbeing Impact Assessment completed**

A Wellbeing Impact Assessment offers an opportunity for staff to think carefully about the impact of their work on local people and other members of staff.

**Date completed:**

May 2016