



Quality Education with Care Ltd

Accessibility Strategy

Bryn Tirion Hall School

Ty Felin Care Home

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Accessibility Strategy

The Equality Act 2010 brought together a range of equality duties and requirements within one piece of legislation. The Act introduced an Equality Duty which extends to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011.

An accessibility strategy is a strategy for, over a prescribed period:

- (a) increasing the extent to which disabled young people can participate in the school curriculum;
- (b) improving the physical environment of the schools/care homes for the purpose of increasing the extent to which disabled young people are able to take advantage of education and care and benefits, facilities or services provided or offered by the school and care homes;
- (c) improving the delivery to disabled young people of information which is readily accessible to young people who are not disabled.

The delivery of information must be:

- (a) within a reasonable time;
- (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents/carers.



Definition

In this strategy we use the definition of disability used within the Equality Act 2010. The Equality Act definition is broad enough to include those young people described as being disabled in the SEN Code of Practice, as well as those receiving health and social care services.

Improving the Delivery of Information to Disabled Young People

This section covers planning to make written information normally provided by the school and care homes to its young people. Information might include items such as handouts, timetables, textbooks or information about events. Alternative formats for the provision of information might include: large print, audio tape, Braille, a recognised symbol system, the use of ICT and the provision of information orally, through lip speaking or in sign language. Information must be provided within a reasonable time, i.e. to be of proper use for the young person.

We will ensure the following:

- Continue to provide specialist aids/equipment to individual young people within the terms of the agreement described above.
- Ensure training is made available to staff as necessary to raise awareness of our responsibilities and opportunities for improvement.
- Continue to maintain up-to-date information about the number of young people with disabilities in the school, or anticipated to be attending in the future.
- Consider, on a planned basis, how to improve accessibility through reorganising or rearranging aspects of the school environment without physical adaptation or building works.

Improving Participation in the Curriculum (applies to school only)

We continue to provide a broad and balanced curriculum for all pupils and are committed to planning for improved access to the curriculum to include consideration of school and classroom organisation and support, time-tabling, curriculum options, deployment of staff and staff information and training.

We will ensure the following:



- Continue to develop approaches to the differentiation of the curriculum to enable increased access for pupils with disabilities.
- Ensure that staff are trained on issues related to improving access to the curriculum, including the development of enhanced approaches to teaching and learning.
- Identify all pupils and known prospective pupils who face barriers to learning and full participation.
- Consider pupils', and prospective pupils', assessed needs and consider any reasonable adjustments which may be necessary to enable them to participate.
- Develop curriculum audits which review patterns of achievement and participation by disabled pupils in different areas of the curriculum.
- Audit the approaches used when planning and delivering the curriculum.
- Audit staff training needs in relation to increasing participation in the curriculum.
- Consider developing resource banks detailing ideas and approaches which support increased participation in the curriculum.
- Audit pupil, and prospective pupil, needs in relation to the wider provision of school, including after school clubs; leisure, sporting and cultural activities; and school trips.
- Seek to develop and share good practice in this area and access the opportunities provided by the organisations and other schools to facilitate this process.

Improving the Physical Environment for Disabled Young People

We are aware that reasonable adjustments may be required to meet the needs of disabled pupils and improving the physical environment of our buildings. All new buildings have to comply with current building regulations and should be physically accessible to disabled pupils. However, much of our work in this area will involve improving access to existing buildings. Improved access to the physical environment can be achieved through reasonable adjustments and we consider potential adjustments which may be needed for disabled young people generally. We are aware that the planning duty includes improvements to the physical environment and the provision of physical aids to access education.

We have considered the following:



- 1) Number of storeys
- 2) Corridor access
- 3) Lifts
- 4) Parking bays
- 5) Entrances
- 6) Ramps
- 7) Toilets
- 8) Reception area
- 9) Internal signage
- 10) Emergency escape routes
- 11) External recreational areas

These areas are periodically inspected and a checklist is used to record findings, actions, those responsible for actions and a target date for completion are included in building and site specific accessibility audits.

If there are any changes to either staff working at the school, students attending school or those visiting for organised events, this would involve reviewing our current arrangements and using the checklists to ensure that we are able to meet their needs prior to them attending the site. Reasonable adjustments would be made and, if this was not possible in the short term, activities would be based at an alternative site where they can be accommodated.

Any reasonable adjustments required to be made in order for staff to work at the school or students to attend the school would be completed prior to their arrival.

The Access Strategy will be reviewed on an annual basis, unless there is a change in circumstances which warrants a review within the 12 month period.

Review

The Access Strategy and Access Plan will be reviewed on an annual basis, unless there is a change in circumstances which warrants a review within the 12 month period.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in our buildings, this procedure sets out the process for raising these concerns.

