



# ARAN HALL SCHOOL

part of the SENAD Group

## **Accessibility Plan**

Aran Hall School

Rhydymain

Dolgellau

Gwynedd

LL40 2AR

Accessibility Plan as set out in  
SENAD's Accessibility Strategy Policy [710.0]

S88 Requirement of the Equality Act 2010

Reviewed May 2019

Next Review May 2020

## **1.0 Introduction**

Aran Hall School provides a waking day curriculum that aims to:

- Meets the needs, aptitudes and interests of all pupils
- Bring about a reduction in episodes of challenging behaviour;
- Increase levels of functional communication;
- Increase levels of self-care and independent living skills;
- Increase opportunities for community participation and social integration, and;
- Bring about, where appropriate, reduced levels of psychotropic medication.

## **2.0 The Equality Act 2010 - Disability**

This plan has been prepared in response to the school's duties under Section 88 of The Equality Act 2010. The school recognises the following duties:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services;
- Not to treat disabled pupils less favourably;
- To publish an Accessibility Plan (known as the Planning Duty).

## **3.0 Definition of Disability**

A disabled person is defined by the Disability Discrimination Act as:

- A person who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

## **4.0 The Planning Duty**

The Act places a duty (the Planning Duty) on schools to prepare Access Utility Plans for:

- Increasing the extent to which pupils can participate in the school curriculum, e.g. leisure activities, bespoke timetabling developed around a pupil's specific needs and community visits.
- Improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of written information, e.g. handouts, timetables etc.

Independent schools must make their Accessibility Plans available to interested parties on request at reasonable times.

## 5.0 The Accessibilty Plan

This plan aims to improve access to all aspects of education within Aran Hall School and is organised in a way that helps to remove any existing barriers to pupil learning. It also aims to widen the opportunities available to students who may have had restricted access to the wider community in previous settings. This is our commitment to developing the outcomes within Aran Hall School's aims and objectives.

- The SENAD Group will monitor the implementation of the plan and regularly review the access needs of the school.
- **This plan was reviewed in May 2019**
- **It will be made available on the school's website.**
- Duncan Pritchard at Aran Hall School on 01341 450641.

## 7.0 Improving Access to the Curriculum

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
<b>Short Term</b>	To ensure that a broad and balanced curriculum is in place for all age groups	To review at teacher level and multi-disciplinary meetings	All students have access to the broad areas of the curriculum in line with key stage management	Ongoing	Students will benefit from a wide experience of curriculum areas
	To increase the level of subject understanding for teachers	Training to be provided for teaching in curriculum development and leadership	Teachers have training needs met via INSET, course attendance and visiting other schools	Ongoing	Students' learning needs will be identified and met by teachers
	To improve the quality of teaching and learning	Principal to carry out lesson observations once a term (include learning walks, TA observations, my observations, peer observations?)	Teachers will receive feedback on the quality of their teaching	Ongoing	The quality of teaching and learning will improve
<b>Medium Term</b>	To ensure that all students achieve qualifications commensurate with their abilities	To further develop relationships, including partnerships other SENAD schools and with local FE colleges. To expand the breadth of recognised qualifications we can offer e.g. GCSE, Agored Cymru and WJEC).	Students gain accreditation and achieve qualifications commensurate with their abilities	Ongoing	Students will achieve relevant qualifications that will enable them to gain access to college/work placements when they leave Aran Hall
	To increase the level of support staff training regarding classroom techniques and understanding of subject areas	To provide training for care staff in evidence-based teaching strategies and classroom management	Where appropriate, teachers will complete MSc in Applied Behaviour Analysis at Bangor University. They will, in turn, coach and mentor support staff	Ongoing	Student learning needs will be recognised and met by all staff
<b>Long Term</b>	To facilitate access to external college provision and work experience for students, where appropriate.	To further develop relationships, including partnerships with local FE colleges and local employers.	All students will develop work related skills and, where appropriate, will experience community-based learning and work experience placements	Ongoing	Where appropriate, students will gain access to community-based learning experiences.

## **8.0 Improving the Physical Environment**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Improved horizontal circulation	Fit several new doors with improved vision panels, ironmongery and closers	Access through doors made easier	Ongoing	Improved physical access to the school
	Improved vertical circulation	Install stair lift to main staircase if student requires	Upper floors fully accessible	As and when required for student needs	Improved physical access to the school
	Improved Access to Horticulture	Create pathway to horticulture facilities	Horticulture accessible for all	By Aug 2020	Improved physical access to the horticulture.
<b>Medium Term</b>	Improved building access	Provide automation for main building entrance doors	Easier access to main building	As and when required for student needs	Increased physical access to the school
	Improved facilities for hearing impaired	Provide induction loops in critical areas	Facilities for hearing impaired approved	As and when required for student needs.	Improved physical access to the school
<b>Long Term</b>	Improved building access	Provide visual contrast in colour schemes e.g. wall colours and stair nosing's during refurbishment	Improved access for visually impaired	Ongoing	Improved physical access to the school
	Improved access for visually impaired	Improve internal lighting levels through lighting level surveys during refurbishment schemes	Improved access for visually impaired	Ongoing	Improved physical access to the school

## 9.0 Improving the Provision of Information

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	That augmentative communication systems are in place for students as necessary	Placement Plans are in place and form part of multi-disciplinary approach to meet students' needs	Where necessary pupils have access to functional communication systems e.g. PECS, Makaton and augmentative communication devices as appropriate	Ongoing	Students have access to, and are able to use, functional communication systems appropriate to their needs
	To facilitate speech and language assessment when necessary	Assessments carried out by consultant SaLT as and when required	Pupils will receive communication assessments commensurate with their needs	Ongoing	Pupils learn and use functional communication to make themselves understood and make their needs known
<b>Medium Term</b>	All emergency signing in place using symbol supported approaches	Monthly audit by internal/annual external audit	Signing in place for direction and emergency items	Ongoing	Information is in a form accessible to all people on site
	That teaching and support staff working with students are using augmentative systems consistently in all settings	All staff trained to use augmentative communication systems in all settings	Each pupil's use of functional communication systems is reviewed every half-term	Ongoing	Pupils learn and use functional communication systems to make themselves understood
<b>Long Term</b>	Where appropriate provide training in functional communication systems			Ongoing	