



# DISABILITY ACCESS PLAN

Treganna opened in the current building in September 2013. The school was designed and built between September 2011 and 2013 and complies with all current disability access guidelines

Key Issue	Provision and Further Action	Responsible Person(s)
<p>1. Physical Access</p> <p>Car Parking</p> <p>Pathways</p> <p>Pupil Entrance</p> <p>Toilet facilities</p>	<ul style="list-style-type: none"> <li>• There are four disabled parking spaces allocated with easy access to reception</li> <li>• All front access gates have suitable access for persons with a mobility issue or wheelchairs.</li> <li>• Front entrance gates are flat tarmac surface for wheelchair access</li> </ul> <p><u>Further Action:</u></p> <p>Check the condition of the pathways / Gateways at regular intervals and repair/resurface as necessary;</p> <ul style="list-style-type: none"> <li>• Designated disabled toilet access at every toilet area with outward opening door, high level w/c, grabs rails, special basin handles, pull cord alarm etc.</li> </ul>	<p>Catrin Evans Gareth Evans Finbar Hayes</p>

<p>Internal doors</p> <p>Classroom</p> <p>Hall</p>	<p><u>Further Action:</u> To ensure clear Access leading to the toilets</p> <ul style="list-style-type: none"><li>• All classrooms have good accesability with additional provision for sight and hearing impared pupils</li></ul> <p>The hall good access to all areas</p>	
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## 2. Curriculum Access

All pupils have access to the curriculum at a level appropriate to them.

- All pupils have access to I.C.T. equipment.
- Resources available for Kinetic Learners e.g. Dyslexics  
The ALN LSA support individual
- pupils to operate timetabled support to allow all pupils to fully participate fully in school activities both on and off site. e.g. concerts, class assemblies, P.E., school trips etc.
- Developing the self esteem and confidence of individuals with disabilities with our genuine belief that we are all different and that we all excel at something.
- A general understanding by pupils and staff of the needs of others, and in providing sensitive and subtle support to individual pupils with differing challenges to access and enjoy all curriculum activities.
- Provide positive role models of people with disabilities.

### Further Action:

Develop further the success of staff and pupils in giving `subtle support` to individuals with disabilities. The School Council, ALN. Sub committee and groups of parents and SMT  
Monitor differentiation in the classroom and tracking results

Management Team

<p>3. Access to Information</p>	<p>Visual timetables etc. for pupils with learning difficulties</p> <ul style="list-style-type: none"><li>• L.S.A. support for pupils on the autistic spectrum</li><li>• LA. guidance</li></ul> <p><u>Further Action:</u> SP liaison with LA specialist teams and advise - best course of action with pupil</p>	<p>Catrin Evans Gareth Evans</p>