



DENBIGHSHIRE COUNTY COUNCIL ACCESSIBILITY STRATEGY FOR EDUCATION ESTABLISHMENT

2006 - 2009

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***WE WOULD LIKE TO ACKNOWLEDGE THE HELP OF FLINTSHIRE COUNTY COUNCIL
INCLUSION SERVICE IN THE PREPARATION OF THIS DOCUMENT***

1.0 DIRECTOR'S PREFACE

Denbighshire County Council is committed to the principle of equal access to all its services for all people who live within its community. These rights extend to the accessibility of those services for people who are disabled a commitment which is illustrated by the logo prominent on all its official communications:

positive about disabled people.

I therefore welcome this Accessibility Strategy. It describes how, over time, the Local Authority (LA), will make accessible to people with a disability:

- all its buildings,
- any information distributed by all its schools and services and
- the school curriculum for pupils of all ages and abilities.

I am delighted to be able to introduce this strategy. It is my intention that it will inform the work of the LA in this vital area of service for many years to come. When fully implemented any person with a disability - child or adult - using the LA's facilities, will be able to do so on an equal basis with all other users.

Finally I welcome any observations on this Strategy. If you wish to comment please contact me at this address:

Council Offices
Wynnstay Road
Ruthin
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**HUW GRIFFITHS
CORPORATE DIRECTOR LIFELONG LEARNING.**

2.0 GENERAL INTRODUCTION

The Disability Discrimination Act (DDA) came into force in 1996. Its effect was felt in several areas in schools, namely: the employment of disabled people; the provision of goods and services; the publication, in the Annual Report of School Governors, of the current access arrangements for disabled pupils; transport.

The DDA has been amended by the Special Educational Needs and Disability Act (2001). This Act prevents all schools, including non-maintained schools, and further and higher education establishments, from discriminating against disabled pupils or students in their admission or exclusion arrangements. Regulations will define what is and is not allowed, but discrimination will occur if:

- for a reason relating to disability, the school treats the pupil less favorably than it treats or would treat others to whom that reason does not or would not apply;
- the school cannot show the treatment is justified;
- the school cannot make reasonable adjustments.

These two Acts need to dovetail with other relevant legislation, including the current SEN Code of Practice.

The Government has expectations in respect of inclusion. These are reflected in the 1997 Green Paper 'Building Excellent Schools Together – the BEST for Special Educational Needs' and the 1999 document 'Shaping the Future for Special Educational Needs – An Action Programme for Wales'

"The Learning Country" a Paving Document for Education and Lifelong Learning in Wales to 2010, directly promotes inclusive education and sets out an agenda that supports the Inclusive Education guidance. It suggests that schools and local education authorities which are successful at including children and young people, who have special educational needs and/or a disability, demonstrate an approach to inclusion which is part of an overall improvement strategy based on the development of:

- an inclusive ethos;
- a broad and balanced curriculum for all pupils;
- systems for early identification of barriers to Learning and participation and
- high expectations and suitable targets for all pupils.

Denbighshire LA is committed to the principles of equality and inclusion. These principles are set out in our Inclusion Policy. Within this policy we state our commitment to the following principles

- An inclusive ethos, which means that everyone is valued.
- Inclusion involving increased participation for children in cultures, curricula and communities of local schools and the wider society
- Everyone has a right to educational services and experiences of the highest quality.
- All children and their parents are entitled to be treated with respect and should be actively encouraged to make their views known so that they can be taken into account.
- Schools will need to re-examine their cultures, policies and practices to make them fully inclusive.

- There will be ongoing strategic planning at both system and individual pupil level.
- Maximise access to Learning and participation.
- Aim to meet the needs of all children in their local schools.
- Educational systems which are designed to take into account the wide diversities between pupils.

This document explains how the LA intends to develop a strategic approach to planning for increased access to its schools, to the curriculum and to information. The strategy links with other planning processes such as those related to the Education Strategic Plan; Behaviour Support Plan; Early Years Development and Childcare Partnership; Wales Programme for Improvement and Asset Management Plan. It is also linked closely to the LA's Inclusion Services practice and key functions.

3.0 ACCESSIBILITY STRATEGIES

From April 2004 in Wales each LA must produce an accessibility strategy to improve:

- the physical environment of its schools;
- access to the curriculum;
- access to information.

A similar duty will fall on schools to provide an accessibility plan. The Governor's annual report should contain up to date information about disabled pupils and the accessibility plan. This document is the LA's accessibility strategy.

This initial Accessibility Strategy will plan to cover the three year period from April 2006 to March 2009. It will then be revised for a further three years until 2012. However, it will be monitored constantly and reviewed as required in future years. The responsibility for this lies with the Inclusive Learning Moderation group. This is a multi-agency group, involving members, which oversees and monitors policy and practice for pupils with additional needs.

The Strategy is rooted in an awareness that its successful implementation depends, to a very great extent, on attitudinal, perceptual and cultural changes. It is expected that all service providers and users will embrace this ethos. It is recognised that some attitudes and perceptions may need to be reviewed and challenged. Therefore, an on-going audit of such perceptions, attitudes and hence culture with Denbighshire LA will be a necessity. This will help identify and develop training needs within the Service for providers and users.

Children and young people falling within the DDA definition of 'disability' will have a wide range of needs and requirements. These may include physical impairments, which may restrict mobility, sensory impairments of sight and hearing, Learning difficulties, Attention Deficit [and Hyperactivity] Disorder, mental health conditions, and health problems such as epilepsy or asthma, and progressive degenerative conditions such as cystic fibrosis. Children and young people with a disability should not automatically be considered to have a special educational need.

The Children Act 1989 states:

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind, or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

The DDA does state that mental impairments do have to be clinically diagnosed and recognised.

The DDA and hence SENDA define disability in the following way:

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.

This definition needs to be read in conjunction with the definition of special educational needs SEN in the SEN Code of Practice for Wales:

Children have special educational needs (SEN) if they have a Learning difficulty which calls for special educational provision to be made for them. Children have a Learning difficulty if they:

(a) have a significantly greater difficulty which calls for special education provision to be made for them.

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA.

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Special Education provision means:

(a) for children two or over, educational provision which is additional to or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area

(b) for children under two education of any kind.

It can be seen that the two definitions are not always mutually compatible and that, indeed, protection under one Act does not automatically include protection under the other. Therefore this Strategy needs to be read in tandem with the following LA documents:

- The SEN Policy Framework
- The Behaviour Support Plan
- The Inclusion Policy

4.0 LA RESPONSIBILITIES TO AVOID DISCRIMINATION AGAINST CHILDREN WITH A DISABILITY

As noted above there are now, at legislative level, three main strands of support for disabled children and young people:

1. The SEN Framework (the SEN and Disability Act 2001 amends sections 316 and 316A of the Education Act 1996).

This SEN Framework is designed to meet the special educational needs of individual children and young people who need provision that is additional to or different from what is normally available in mainstream schools. Some of these children and young people will also be disabled. In general, children and young people with statements must be educated in mainstream schools unless this is against the wishes of their parents or carers, or is incompatible with the provision of efficient use of resources for all. The SEN and Disability Tribunal [SENDIST] will hear and decide upon parents' or carers' claims in relation to disability discrimination.

2. The disability discrimination 'duties' (Sections 28A and 28C of the Disability Discrimination Act 1995) and
3. The planning duties (Sections 28D – 28D of the Disability Discrimination Act 1995).

The SEN and Disability Act (2001) amended Part 4 of the Disability Discrimination Act by introducing new duties on LAs and schools in relation to current and prospective disabled children and young people. Since September 2002 it has been unlawful for schools and LAs to discriminate against disabled children and young people in admissions to and exclusions from schools, and in the provision of education and associated services. There are three main duties:

- not to treat disabled pupils less favourably;
- to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage;
- to prepare an accessibility strategy (LA) and accessibility plans (schools) for increasing over time the accessibility of schools for disabled pupils (This is the 'planning' duty).

It should be noted that these duties are all 'anticipatory'. This means that schools need to consider the requirements of current and future disabled children and young people within their forward planning duties. The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips.

The duty to make reasonable adjustments refers to the full range of policies, procedures and practices at the school. It is vital that the LA and schools recognise that the reasonable adjustments duty is both general and anticipatory, rather than individual and reactionary. In deciding whether an action is 'reasonable' schools may take into account the need to maintain academic standards, available resources, the practicalities of making a particular adjustment, the health and safety of the disabled children and young people and others, and the interests of others. However it is the view of both the Welsh Assembly Government and the Disability Rights Commission that where schools have already developed inclusive cultures and practices, these legal duties should inform projected needs and future planning.

The LA will therefore plan ahead to achieve accessibility to its schools for people with a disability. It will do so by ensuring:

- i. that all new buildings are built to a standard which makes them accessible to users with a disability.
- ii. that existing buildings will be accessible for new pupils with a disability on roll from April 2006.
- iii. that pupils with a disability will be provided with suitable aids and equipment.
- iv. that pupils with a disability will be provided with an appropriate curriculum.
- v. that users will be enabled to communicate with other school users and other school users to communicate with them.

The LA plans to have all its buildings accessible by 2012.

Appendix 5 indicates where funding is an LA or school responsibility.

5.0 STANDARDS FOR NEW BUILDINGS AND ADAPTATIONS

This section contains the standards for new building or adaptations to existing buildings:

5.1 Approach to School

1. Gate access is it 800mm clear opening
2. Gate to have colour contrast from wall
3. Dropped kerbs with blister tactile crossing points to school gate
4. Blue Badge Holder Parking space provided with hatching and close to Main Entrance
5. Dropped hatched kerb for access from car park to school
6. Even walkway to main entrance
7. Ramp required, with a maximum gradient of 1:15, at least 800 mm wide with colour contrast handrails and tap rail
8. Ramp should have a flat area at top of no less than 1.2m square
9. Handrails to be added both sides of ramp
10. Steps to have handrails to both sides
11. Corduroy tactile to be provided to top of steps
12. Edging to be provided on steps
13. Suitable directional Signage to Main Entrance
14. Door, Ramp & Handrails required
15. Path/walkway to have a painted white line to aid direction finding

5.2 Entering the School

1. Main door have tubular pull handle at suitable height
2. Tubular pull handle to be colour contrasted to door
3. Main door have a 800mm single Leaf clear opening
4. Main door have vision panel
5. Lip on threshold
6. Intercom or bell for access to be highlighted
7. Intercom and/or bell to be situated at suitable height
8. External wheelchair lift
9. Weather mat to be flush
10. Internal lobby door to be 750mm single leaf clear opening

11. Internal lobby door to have tubular pull handle
12. Reception desk to have a lowered section for wheelchair user
13. Reception glass to be edged
14. Signage to be added to reception desk, in accessible formats, including Braille
15. Ensure signage is positioned at eye level
16. Ensure that signage is posted in a matt background to avoid glare
17. Ensure that signage has the customary first letter capital then lower case lettering, and that a version is available in Braille
18. Induction loop to be installed around reception desk
19. Waiting area to have raised chairs with arms
20. Reception and waiting area to be colour contrasted
21. Space to be allocated in waiting area for wheelchair users
22. Door release buttons to be highlighted
23. Door release buttons to be situated at suitable height
24. Direction Signage around the building
25. Colour contrast required around reception hatch and waiting area
26. Lighting to be of a standard brightness

5.3 Hall

1. Ramp up or down to Hall with a gradient no more than 1:15, at least 800 mm wide
2. Ramp to have flat at the top of no less than 1.2m square
3. Colour contrast handrails added to ramp with tap rail
4. Handrails to be added both sides of ramp
5. Steps with corduroy tactile to the top
6. Steps to have colour contrasted handrails to both side with tap rail
7. Steps to be edged
8. Chairlift to hall
9. Wheelchair lift to hall
10. Entrance doors are 750mm single leaf clear opening
11. Entrance door to have tubular handle posted at an acceptable height
12. Tubular handle to be colour contrasted to door
13. Vision panels on main entrance doors
14. Signage to be posted on door
15. Ensure signs are posted at eye level
16. Ensure that signage is placed on a matt background to avoid glare
17. Ensure that the first letter on sign is capital followed by all lower case, and that a version is available in Braille
18. Colour contrast is established between floor, walls and stage
19. Lighting to be of a standard brightness
20. Dimmer switches to be added if required
21. Curtains or blinds on windows
22. Anti glare blinds to be provided
23. Ramped or wheelchair lift access to one side of stage
24. Induction loop installed around the hall
25. Chairs with arms provided
26. Signage on fire exit doors to display wheelchair accessible
27. Fire exit door are 800mm single leaf clear opening
28. Level access or ramped from fire exit doors to assembly point
29. Flashing fire alarm to be coupled with the existing audio signal

5.4 Dining Room / Canteen

1. Ramped access up or down stairs with a gradient no more than 1:15, at least 800 mm wide
2. Ramp to have flat area at top of no less than 1.2m square
3. Colour contrast handrails and tap rail on ramp
4. Handrails to both sides of ramp
5. Steps with corduroy tactile to the top
6. Colour contrasted handrails to both sides of steps
7. Steps to be edged
8. Chairlift to canteen
9. Wheelchair lift to canteen
10. Doors to be at least 750mm single leaf clear opening
11. Tubular pull handle on door to be positioned at suitable height
12. Tubular handle to be colour contrasted to door
13. Vision panel to be added to door
14. Signage to be posted on door
15. Ensure signage is posted at eye level
16. Ensure that signage is posted on a matt background to reduce risk of glare
17. Ensure that the first letter of the sign is capital and the rest lower case lettering, and that a version is available in Braille
18. Colour contrast to be established between floors, walls, serving hatch, counter and tables.
19. Moveable tables and chairs (1 or 2 tables)
20. A supply of chairs with arms
21. Fire exit to be 800mm single leaf clear opening
22. Level access from fire exit to assembly point
23. Ramped access from fire exit to assembly point
24. Fire exit ramp to have colour contrasted handrails to both sides
25. Signage to show fire exit is wheelchair accessible
26. Counter situated at suitable height
27. Hatch to have dropped level
28. Induction loop to be added around counter or serving hatch.
29. Enough space between barrier and counter to allow easy wheelchair passage through cafeteria area.
30. Some edging to counter to be rounded and highlighted with yellow or another suitable colour
31. Flashing fire alarm to be coupled with the existing audio signal
32. Lighting to be a standard brightness
33. Install dimmer switches if required.
34. Install curtains or blinds on windows
35. Ensure blinds are anti glare
36. Menus to be available in accessible formats

5.5 Classrooms

1. Ramped access up or down to classroom with a gradient no more than 1:15, at least 800 mm wide
2. Ramp to have flat of no less than 1.2 m square
3. Colour contrast handrails with tap rail on ramp
4. Handrails added to both sides of ramp
5. Steps with corduroy tactile at top
6. Colour contrast handrails on steps
7. Edging to be added to steps

8. Chairlift to classroom
9. Wheelchair lift to classroom
10. Doors to be of 750mm single leaf clear opening
11. Tubular push handle to be added to door (single door)
12. Tubular push handle to be added to door (multiple doors)
13. Tubular handle to be colour contrasted against door
14. Vision panel to be added to all doors
15. Screen door with tubular handle
16. Easy pull back on screen door
17. Signage to be posted on classroom doors
18. Ensure signage is posted at eye level
19. Ensure signage is placed on a matt background to avoid glare
20. Ensure that first letter of sign is capital on all other lettering in lower case and that a version is available in Braille
21. Colour contrast to be established in all areas of classroom
22. Lighting to be of a standard brightness
23. Dimmer switches to be installed if required
24. Sockets and switches should be at an accessible height
25. Blinds or curtains added to windows
26. Anti glare blinds to be provided.
27. Moveable chairs and desks
28. Chairs with arms
29. Stools with backs
30. Stools with arms
31. Stools with backs and arms
32. Carpet flooring not deep pile
33. Induction loop installed around classroom / soundfield system
34. Fire exits to be 800mm single leaf clear opening
35. Level access from fire exit to assembly point
36. Ramped access to the assembly point from fire exit
37. Fire exit ramp to have colour contrasted handrails to both sides
38. Signage for fire exit that is wheelchair accessible
39. One sink unit to be equipped with level taps
40. Access for disabled to specialised fitted equipment e.g. cookers
41. Access to tools required for specialised work e.g. science experiments
42. Flashing fire alarm system to be coupled with the existing audio signal
43. Rubbish bins should be placed to minimise obstruction and be clearly marked

5.6 Cloakrooms / Changing Areas

1. Section of coat pegs to be lowered
2. All coat pegs to be highlighted
3. Signage to be posted on cloakroom door
4. Ensure that signage is posted at eye level
5. Ensure that signage is posted on a matt background to avoid glare
6. Ensure that first letter of sign to be capital and all other lettering to be lower case and that a version is available in Braille
7. Easy manoeuvrability for wheelchair uses.
8. Entrance doors 750mm single leaf clear opening
9. Tubular pull handle on door
10. Tubular handle to be colour contrasted on door

11. Exit door to the outside should be 800mm single leaf clear opening
12. Ramped access to the outside at a gradient no steeper than 1:15
13. Colour contrast handrails with top rail to ramp
14. Handrails added to both sides
15. Level access to the outside
16. Signage posted for exit
17. Level access to the shower area
18. At least one moveable shower head in each communal or unit
19. At least one shower seat in shower communal or unit
20. Non slip flooring to be added to changing area
21. Grab rails to be added to shower communal or unit
22. Colour contrast to be established between all areas
23. Lighting to be of a standard brightness
24. Install dimmer switches if required
25. Flashing fire alarm system to be coupled with the existing audio signal

5.7 WCs Ordinary

1. Access doorway must be 750mm single leaf clear opening
2. Adequate space provided between two entrance doors leading to WC area
3. Signage to be posted to door display WC's
4. Ensure that signage is posted at eye level
5. Ensure that signage is on a matt background to avoid glare
6. First letter of signage to be capital and all other lettering to be in lower case and that a version is available in Braille
7. Colour contrast to be added between walls floor and cubicle door
8. Signage added to WC cubicle that can accommodate ambulant disabled user
9. Ambulant disabled WC to have spatula flush
10. Ambulant disabled WC to have grab rails to both side of WC
11. One wash hand basin to be equipped with lever taps.
12. Hand dryer and towel dispenser to be fitted at suitable height for mobility impaired
13. Lighting to be of a standard brightness
14. Dimmer switches to be installed if required
15. Flashing fire alarm system to be coupled to existing audio system
16. Ensure that no equipment, etc is stored in the toilets

5.8 Accessible WCs

1. Access doorway must over 750mm clear opening
2. The door to open outwards
3. A pull rail to be install on the inside of the door at a suitable height
4. Cubicle to be at 2m x 1.5m to allow turning circle
5. Light switch to be positioned at a suitable height for a wheelchair user
6. Lighting to be of a standard brightness
7. Colour contrast to be established between floor, walls, grabrails and WC.
8. Raised WC
9. Drop down rail included
10. Grabrail to the sidewall included
11. Grabrail rail fixed to the back wall included
12. Spatula flush
13. Emergency pull cord

14. Non slip flooring
15. Lever taps on wash hand basin
16. Lateral access to WC achieved
17. Frontal access to WC achieved
18. Diagonal access to WC achieved
19. Hand dryer or paper towel dispenser situated at a acceptable height
20. Wash hand basin can be reached from WC
21. Signage on door displaying WC for disabled
22. Ensure signage is positioned at eye level
23. Ensure signage is on a matt background to avoid glare
24. Ensure first letter on signage is capital and all other lettering is lower case, and that a version is available in Braille
25. Unisex facility
26. Blinds on the window
27. Blinds to be anti glare
28. Mirror provided at acceptable height
29. Coat hook provided at an acceptable height
30. Completed new disabled WC to Part M requirements and a emergency pull cord as standard
31. Flashing fire alarm system to be coupled with existing audio signal
32. Ensure that no equipment, etc is stored in the toilet
33. A suitably equipped and adapted medical/inspection room
34. A suitably equipped and private room for washing/showering
35. Access to a private locker for food and drink for disabled pupils
36. Personal and medical items should be provided
37. Rubbish bins should be placed to minimise obstruction and be clearly marked

5.9 Library

1. Ramp up or down to library, with a maximum gradient of 1:15
2. Ramp to have handrails to both sides
3. Handrails on ramp to be colour contrasted
4. Access doorway into the library 750mm single leaf clear opening
5. Tubular pull handle
6. Colour contrasted tubular handle
7. Colour contrast to be established between walls, floor and bookcases.
8. Lighting to be of a standard brightness
9. Dimmer switch to be provided if necessary
10. Counter height the be at acceptable height with dropped area
11. Induction loop installed around counter
12. Chairs with arms to be available
13. Chairlift to upper floor
14. Wheelchair lift to upper floor
15. Colour contrasted handrails to be installed on stairs
16. Handrails to be installed on both sides of stairs
17. Steps have corduroy tactile installed at the top
18. Steps to be edged
19. Signage to be added to door
20. Ensure that the signage is positioned at eye level
21. Ensure that signage is on matt background to avoid glare
22. Ensure the first letter of sign is capital and all other letter to be lower case and that a version is available in Braille

- 23. Curtain or blinds to be added to windows
- 24. Ensure blinds are anti glare
- 25. Flashing fire alarm system to be coupled with the existing audio signal

5.10 Sports Hall & Gymnasium

- 1. Access doorway 750mm single leaf clear opening
- 2. Tubular pull handle on door at suitable height
- 3. Tubular handle to be colour contrasted from the door
- 4. Vision panel to be inserted in door
- 5. Signage to be installed on the door
- 6. Ensure signage is posted at eye level
- 7. Ensure signage is posted on a matt background to avoid glare
- 8. Ensure that first letter of signs are capital and all other lettering is lower case and that a version is available in Braille
- 9. Colour contrast to be established inside the room from the floor to walls
- 10. Colour contrasted equipment
- 11. Lighting to be of a standard brightness
- 12. Dimmer switches to be installed where required
- 13. Induction loop to be installed
- 14. Fire exit door to be at least 800mm single leaf clear opening.
- 15. Level access or ramp from the fire exit be provided to the assembly area
- 16. If ramp is provided colour contrasted handrails to both sides of fire exit and ensure that the gradient does not exceed 1:15
- 17. Blinds installed on all windows
- 18. Ensure that the blinds are anti glare
- 19. Colour contrast to all doors on equipment stores
- 20. Signage on equipment store doors.
- 21. Flashing fire alarm system to be coupled with existing audio signal

5.11 Staff Room

- 1. Ramp access either up or down with a gradient no more than 1:15
- 2. Ramp must have a flat of no less than 1.2m square
- 3. Handrails to be installed on both sides of ramp
- 4. Handrails to be colour contrasted
- 5. Chairlift to staff room
- 6. Wheelchair lift to staff room
- 7. Steps to have tactile at the top
- 8. Steps to be edged
- 9. Steps to have handrails on both sides
- 10. Handrails to be colour contrasted
- 11. Access doorway to be 750mm clear opening
- 12. Tubular pull handle to be added to door (if Required)
- 13. Tubular handle to be colour contrasted
- 14. Vision panel to be installed on door
- 15. Signage to be added to door
- 16. Ensure that the signage is posted at eye level
- 17. Ensure that the signage is posted on a matt background to avoid glare
- 18. Ensure that the first letter of sign is capital and all others are lower case and that a version is available in Braille

19. Colour contrast to be added to the room between floors walls and chairs
20. Lighting to be of a standard brightness
21. Dimmer switch to be provided if necessary
22. Raised chairs with arms provided
23. Counter height of worktop & sink unit should be 800mm in height
24. Lever taps on sink unit
25. Curtains or blinds to be added to all windows
26. Ensure blinds are anti glare
27. A section of cloak pegs to be lowered
28. All pegs to be highlighted
29. Flashing fire alarm system to be coupled with the existing audio signal

5.12 Corridors

1. Colour contrast should be provided between walls and floor
2. Colour contrasted classroom / office doors
3. Steps to be edged
4. Handrails to both sides of steps
5. Colour contrasted handrails to both sides of steps
6. Corduroy tactile to be added to the top of steps
7. Chairlift added to steps
8. Wheelchair lift added to steps
9. Platform lift provided to all levels
10. Directional Signage around the school
11. Ensure that signage is posted at eye level
12. Ensure that the background of sign is matt to avoid glare
13. Ensure the first letter of sign is capital and all other letters are lower case and that a version is available in Braille
14. Access door to stairwells to be 750mm single leaf clear opening
15. All stairwells to have signage to doors
16. All stairwells doors to have vision panel
17. All stairwells to have signage for floors
18. All stairwells to have a standard level of lighting enough to avoid glare
19. Corridor cleared of all obstructions
20. Lighting to be bright
21. Flashing fire alarm system to be coupled with the existing audio signal
22. Colour coding for different floor levels
23. White line painted along paths and corridors
24. Rubbish bins should be placed to minimise obstruction and be clearly marked

5.13 Lift

1. Access doorway to be 800mm clear opening
2. Mirror to be placed on back wall
3. Handrail positioned all way round lift
4. Buttons to be positioned at 900mm in height
5. Tactile & Braille buttons to be installed
6. Lighting to be bright
7. Colour contrast to be established between floor walls and handrail.
8. Audio and visual signal inside the lift
9. Visual floor indicator on apposing wall when door open.

10. Lift dimension is 1.2m by 1.5m
11. Alarm button to be colour contrasted.
12. Installation of lift

5.14 Head teachers Office

1. Access doorway to be 750mm clear opening
2. Door handle to be tubular lever design
3. Carpet flooring to not be deep pile
4. Colour contrast to be established between floor and walls
5. Raised chairs with arms to be added
6. Infra red system to be installed
7. Blinds to be added to the windows
8. Signage to be added to the door
9. Ensure signage is positioned at eye level
10. Ensure that the background of the sign is matt to avoid glare
11. Ensure that the first letter of the sign is capital and all other lettering is in lower case and that a version is available in Braille
12. Floor area to be clear of any obstructions
13. Flashing fire alarm system to be coupled with the existing audio signal
14. Installation of a fax machine

5.15 Medical room

1. A door of 750mm clear opening with a tubular handle
2. Good signage on door for visually impaired people
3. Adjustable bed
4. Sink with lever taps
5. Raised Chair with arms
6. Colour contrast and good uniform lighting
7. Blinds on all windows
8. Flashing fire alarm connecting to the existing audio signal
9. Emergency pull cord located near the bed

Various funding streams are available to schools to assist with schemes designed to improve access, including the schools' repair and maintenance budget (i.e. Fair Funding legislation), the Authority's Capital Budget and the Schools' Building Improvement Grant (SBIG), which is funded by the Welsh Assembly Government.

6.0 EMERGENCY PROCEDURES

- i. An emergency procedure for the swift evacuation of all disabled people should be agreed with the appropriate emergency services. It should be regularly tested.
- ii. Disabled children will be made aware of all safety procedures, safe havens and the evacuation procedure. Ensuring this happens will be the responsibility of a nominated teacher with a nominated stand-in if this teacher is absent.
- iii. Parents, Carers and Learning Support Assistants will also be advised of these emergency procedures.

7.0 INVOLVEMENT OF PUPILS AND PARENTS

Parents and pupils should be involved in access audits of their own schools, with a system in place for them to feed information through.

8.0 SCHOOL AND LA POLICIES AND REPORTS

- i. All current policies should be reviewed and, where necessary, modified to keep them consistent with the Special Educational Needs and Disability Act.
- ii. The annual Governors Report to parents will comment on the application of the school's Accessibility Plan. It will indicate where the Plan is available and the formats in which it can be delivered.

9.0 AIDS AND EQUIPMENT FOR PUPILS

The LA is responsible for the purchase of aids and equipment to access education in mainstream schools which are essential to avoid discrimination against a person's disability. These would include:

- i. Standing frames
- ii. Hoists
- iii. Tracked lifting devices
- iv. Adapted seating
- v. ITC equipment above a cost of £100.
- vi. Other equipment above a cost of £100.
- vii. Where equipment costs up to £100 it is the responsibility of the school to fund it.

10.0 COMMUNICATION

- There will be a framework in place in each school which will enable disabled people to declare their impairment(s) so that they can access the support available in the school and the LA.
- In its dealings with disabled people the LA will, on request, provide information in a variety of formats depending on user needs, e.g.
 - (a) brailled text
 - (b) large font text (including ICT)
 - (c) audio tape recordings
 - (d) BSL
 - (e) Makaton signs
 - (f) oral information.
- A framework will need to be developed to allow and encourage disabled pupils to give their views on issues which affect their lives at school.
- All staff need to be aware of the communication needs of disabled pupils and how to respond to them.
- Communication includes all information given to pupils in the course of their schooling. Staff therefore need to be trained to provide information in such formats, or know where to seek help.
- Denbighshire will need to ensure that it has the necessary equipment and personnel to provide information in different formats. The use of the expertise of, for example, the Sensory Support Service will be used.

11.0 THE CURRICULUM

The curriculum should not discriminate against disabled pupils.

- i. Schools should have a sympathetic approach to timetabling and location of subjects so that those, for example with mobility impairments are located in areas that involve less movement.
- ii. Children with a disability should have equal access to education associated services such as school trips and visits, after school clubs and catering arrangements.
- iii. Children with a disability should be provided where appropriate with ICT support which enable them or assist them to access the curriculum.
- iv. The curriculum in schools should not discriminate against disabled pupils.
- v. Where appropriate the curriculum should be modified for disabled pupils in terms of input, task and output.
- vi. The Welsh Assembly is committed to supplying every school with a copy of the Index for Inclusion. The LA will support the use of this Index in its schools with training and guidance/advice for senior managers and SENCos.
- vii. Examples of reasonable adjustments to curriculum delivery which the school might make are:
 - Timetabling class groups or sets in classrooms which are accessible to children with a disability.
 - Planning to site whole school facilities: e.g. libraries, ICT suites in accessible areas.
 - Providing activities which are appropriately differentiated to meet the child's needs.

12.0 TRAINING

This section should be cross referenced with the training elements of the LA's Inclusion Policy and the Inclusion Service Self Review Action Plan.

- i. Disability awareness/equality training will be provided for all Governors and staff. This will be conducted on a rolling programme. This has already begun for staff on SENDA and Accessibility Plans. The rolling programme for school staff and Governors will began in the year 2004-2005.
- ii. Schools can also access training for their pupils and develop this into their curricula. This will be available from September 2005.
- iii. From April 2006 disability awareness/equality training will be provided for all new Governors and staff.

13.0 NOMINATED PERSONNEL

- i. Each school will nominate a teacher to be responsible for disability issues for Governors, staff and children. This teacher should be a senior manager. She/he will keep abreast of disability issues via regular training sessions.
- ii. The Senior Officer - Inclusive Learning will assume overall responsibility for disability discrimination issues in schools. She/he will keep abreast of disability issues via regular training sessions.
- iii. The LA will use advisory teachers to advise schools, parents and Governors on disability issues. The main aspects of this role would be:
 - train staff to assist schools to draw up their Accessibility Plans during the period September 2005-September 2006.
 - assist schools to draw up their Accessibility Plans from September 2005.

- assist in drawing up and maintaining a school access audit document
- involve Access Groups, school pupils and others in access audits of schools
- monitor and assess audits to create recommendations and policies for schools
- run training sessions for governors, staff, LA personnel and pupils on disability issues
- assist governors and Head teachers to keep policies disability proof.

14.0 ACTION PLAN

The Accessibility Strategy needs to be a three-stage document: short term; medium term; long term. It is anticipated that the following timescales will apply to these terms.

- Short term: within twelve months of the publication of the first Strategy, i.e. by April 2006;
- Medium term: between 12 months and three years from the publication of the Strategy;
- Long term: up to and beyond a three year period from the publication of the Strategy.

The key priority targets of the Strategy will reflect these timescales:

- By April 2006 Accessibility Plans will be in place in all schools.
- By April 2006 this LA Accessibility Strategy will be in place.
- By February 2006 physical barriers to access for children and adult to all schools will have been identified and included for action within the Accessibility Strategy.
- By April 2006 work will have begun to remove physical barriers for access to children to schools.

14.1 Short Term Targets September 2005- August 2006

AREA	TARGETS	WHO	WHEN	SUCCESS CRITERIA
Access to the physical environment	Audit of all schools to identify adaptations which need to be made.	Corporate Asset Management Unit LL/DCC	02/06	Audit written up.
	Devise a physical accessibility plan to demonstrate how all schools will be made accessible.	Corporate Asset Management Unit LL/DCC	04/06	Plan agreed with DMT and AMG.
	Make adaptations for identified pupils starting or transferring school by September 2006.	Asset Management Unit LL/DCC	09/06	Adaptations made for all pupils who require them by 09/06.
Access to Information	Provide training for schools and LA staff in producing information in appropriate formats	Inclusive Learning	09/06	Nominated person in each school has attended a training event
Access to the Curriculum	Provide training for schools on differentiating the curriculum for disabled pupils.	Inclusive Learning / School Improvement	07/06	Opportunity provided for all schools to attend training.
	Establish a system for monitoring progress of disabled pupils	Inclusive Learning	04/06	

14.2 Medium Term Targets April 2007 - March 2008

AREA	TARGETS	WHO	WHEN	SUCCESS CRITERIA
Access to the physical environment	<p>Make adaptations for identified pupils starting or transferring school by September 2007</p> <p>Complete adaptations on those schools identified as a priority for Year 2 in the physical accessibility plan.</p>	<p>Asset Management Unit LL/DCC</p> <p>Asset Management Unit LL/DCC</p>	<p>09/07</p> <p>By 04/08</p>	<p>Adaptations made for all pupils who require them by 09/07</p> <p>Identified adaptations completed by 04/08</p>
Access to Information	<p>Provide further training for schools and LA staff in producing information in appropriate formats</p>	<p>Inclusive Learning</p>	<p>04/07</p>	<p>Each school has a bank of materials to assist it produce information in appropriate formats.</p>
Access to the Curriculum	<p>Each school will be offered further training on the Index for Inclusion.</p>	<p>Inclusive Learning</p>	<p>04/07</p>	<p>Each school who attends the training will have completed its inclusion audit and devised a strategy to become more inclusive.</p>

14.3 Long Term Targets April 2008- March 2009

AREA	TARGETS	WHO	WHEN	SUCCESS CRITERIA
Access to the physical environment	<p>Make adaptations for identified pupils starting or transferring school by September 2008</p> <p>Complete adaptations on those schools identified as a priority for Year 3 in the physical accessibility plan.</p>	<p>Asset Management Unit LL/DCC</p> <p>Asset Management Unit LL/DCC</p>	<p>09/08</p> <p>By 04/08</p>	<p>Adaptations made for all pupils who require them by 09/08</p> <p>Identified adaptations completed by 04/08</p>
Access to Information	<p>Provide induction training for schools where key personnel have moved on.</p>	<p>Inclusive Learning</p>	<p>By 04/08</p>	<p>Induction training provided by 04/08</p>
Access to the Curriculum	<p>Make arrangements to actively support schools in their implementation of their inclusion strategies.</p>	<p>Inclusive Learning</p>	<p>By 04/08</p>	<p>Each school contacted and support arrangements agreed by 04/08.</p>

15.0 MONITORING ARRANGEMENTS

The Act provides for ESTYN inspections of the LA to cover the discharge of the LA's responsibilities to prepare, revise, review and implement their accessibility strategy. School accessibility plans will also be subject to ESTYN inspections. The Secretary of State can intervene where an LA or school is not complying with the planning duty and can direct the LA or school to do so.

The LA will monitor progress of the Accessibility Strategy through:

- analysis of take-up in service training on SEN and disability issues: Inclusive Learning and the SEN and Inclusion Moderation Group;
- review of School Accessibility Plans;
- evaluation of strategy in accordance with success criteria as contained in the Short, Medium and Long Term Plans;
- review claims by parents or carers to SENDIST or to the admissions and exclusions appeal panels;
- report to the Lifelong Learning Scrutiny committee;
- review of related plans and policies e.g. Educational Strategic Plan, the LA's SEN Policy, Behaviour Support Plan and Inclusive Learning Improvement Plan;
- review of decisions made by the SEN and Disability Tribunal regarding complaints of discrimination;
- feedback received from head teachers, services, school governors, the voluntary sector including the parent partnership service, and parents and pupils;
- Self evaluation and monitoring procedures to schools via the School Improvement team.

16.0 APPENDICES

APPENDIX 1

GLOSSARY OF TERMS

Departments/Services

LA	Local Education Authority
EMT	Education Management Team
IL	Inclusive Learning
EP	Educational Psychologist
LAC	Looked After Children
TA	Teaching Assistant
ESW	Educational Social Worker
YOT	Youth Offending Team
SALT	Speech and Language Therapy
PPS	Parent Partnership Scheme
CAMHS	Children and Adolescent Mental Health Services
CCET	Community Consortium for Education and Training
SENDIST	Special Educational Needs and Disability Tribunal
EALS	English as an Additional Language Service

Types of Disabilities

ADHD	Attention Deficit and Hyperactivity Disorder
MSI	Multi Sensory Impairment
HI	Hearing Impairment
VI	Visual Impairment
DP	Disabled Pupils [with a physical impairment]

Terminology

ESP	Educational Strategic Plan
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SENDA	Special Educational Needs and Disability Act
ICT	Information Computer Technology
DDA	Disability Discrimination Act
YA	Youth Access

APPENDIX 2

RELATED DOCUMENTS:

SEN Code of Practice for Wales 2002 – National Assembly for Wales

Planning to Increase Access to Schools for Disabled Pupils – National Assembly for Wales

Disability Rights Commission: DDA part 4 – Code of Practice for Schools

What the Disability Discrimination Act Means for Schools and LAs – Welsh Office Circular 20/97

Pupil Support and Social Inclusion – National Assembly for Wales Circular 34/97

Supporting Pupils with Medical Needs – National Assembly for Wales Circular 34/97

The Education of Sick Children – National Assembly for Wales Circular 57/94

Education Act 1996

SEN and Disability Act 2001

Guidance on the Education of Looked After Children – National Assembly for Wales Circular 02/01

Shaping the Future for Special Educational Needs: An Action Programme for Wales 1999 – National Assembly for Wales

Building Excellent Schools Together: The BEST for Special Educational Needs 1997 – Welsh Office

Centre for Studies on Inclusive Education: Index for Inclusion 2000 – National Assembly for Wales

Inclusive Education 2003 – National Assembly for Wales

The Learning Country: A Paving Document: A Comprehensive Education and Lifelong Learning Programme to 2010 in Wales – National Assembly for Wales

Pupil Support and Social Inclusion Circular 3/99 – Welsh Office

APPENDIX 3

DDA CONSULTATION PROCESS

The draft DDA Accessibility Strategy 2006-2009 will go out for consultation from January 2006 to 31st March 2006. Responses should be sent to jeremy.griffiths@denbighshire.gov.uk no later than 31st March 2006

In line with the WAG guidance document section 4.11 the LA will consult as widely as possible in preparation for the completed accessibility strategy.

The consultation will include all those identified in the guidelines:

- All maintained schools, including nursery schools
- Trustees of schools (such as local dioceses)
- Children's Partnership
- Young People's Partnerships
- Early Years and Childcare Partnerships
- Health Authorities
- Children's Services
- Relevant local voluntary organisations (such as RNIB, SNAP)
- Teachers unions and other non-teaching staff unions
- Governors Forum
- Welsh Assembly Government
- Disabilities Right Commission
- Inclusion Service Steering Group
- Corporate DDA access group
- Equalities groups
- Directorate of Lifelong Learning
- Lifelong Learning Scrutiny Members
- Cabinet Member for Lifelong Learning
- DCC Access Officer

The finalised accessibility strategy 2006-2009 will be completed in 2006 in response to the consultations findings.

The LA will provide the accessibility strategy in alternative formats if requested.

APPENDIX 4

DEFINITION OF DISABILITY

The DDA and hence SENDA define disability in the following way:

A person has a disability if he or she 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.

What is meant by each part of this definition?

- Physical impairment

This includes sensory impairments, such as blindness, deafness and other visual and hearing impairments. Examples of physical impairments include multiple sclerosis, cancer and cerebral palsy.

- Mental impairment

This includes a wide range of impairments relating to mental functioning, including Learning disabilities. Impairments which result from, or consist of, a mental illness are only included if the illness is 'clinically well-recognised'. Furthermore, it must be recognised by 'a respected body of medical opinion'. It is likely that this would include illnesses specifically mentioned in publications such as the World Health Organisation's International Classification of Diseases. Examples of recognised mental illnesses which would lead to mental impairment include schizophrenia and manic depression.

- Substantial adverse effect

This requirement reflects the general understanding of disability as a limitation going beyond the normal differences in ability which may exist among people. A substantial effect is therefore more than minor or trivial. The emphasis is on the effect that the impairment has, not on the severity of the impairment itself. In order to assess whether an effect is substantial, several factors need to be considered. These are: the time taken to carry out an activity; the way in which the activity is carried out; the cumulative effects of the impairment; the effects of behaviour; the effects of the environment.

If someone has a progressive condition, such a person is taken to have an impairment which has a substantial adverse effect, if the condition is likely to result in such an impairment. Therefore, as soon as a person with a progressive condition experiences symptoms which have any effect on his/her normal day-to-day activities, he/she will fall within the definition of disability. This will remain the case in periods of remission, provided that they are likely to recur. Therefore a medical diagnosis of the condition is not by itself enough; there has to be some effect on the ability to carry out normal day-to-day activities.

An impairment which consists of a severe disfigurement is deemed to have a substantial adverse effect on a person's ability to carry out normal day-to-day activities. There is no need to demonstrate such an effect.

- Long-term effect

The effect of an impairment is long-term if:

- (i) it has lasted at least twelve months; or
- (ii) the period for which it lasts is likely to be at least twelve months; or
- (iii) it is likely to last for the rest of the life of the person affected.

The term likely to last twelve months means that it is more probable than not that it will last twelve months. The effect of the impairment does not have to remain the same during the twelve month period. Activities may become easier or harder.

People with some conditions experience periods of remission, during which they would not be able to satisfy the definition of disability. To ensure that such people are protected, the Act states that if an impairment ceases to have a substantial adverse effect on a person's ability to carry out normal day-to-day activities, it is treated as continuing to have that effect, if the effect is likely to recur.

The effect of medical treatment is only relevant where the treatment would cure the person totally, without the need for further treatment. If the treatment merely delays or prevents a recurrence, then the treatment should be ignored and the effect regarded as likely to recur.

- Normal day-to-day activities

The Act does not define normal day-to-day activities. The term is not intended to include activities which are normal only for a particular person or group of people. The activity should be normal for most people and carried out by most people, on a daily or frequent and fairly regular basis.

The Act does state that an impairment is only to be treated as affecting the person's ability to carry out normal day-to-day activities if it affects one of the following:

- a. mobility
- b. manual dexterity
- c. physical co-ordination
- d. continence
- e. ability to lift, carry or otherwise move everyday objects
- f. speech, hearing or eyesight
- g. memory or ability to concentrate, learn or understand
- h. the perception of risk of physical danger.

Mobility. This covers moving or changing position in a wide sense: using a normal means of transport, leaving home with or without assistance, walking a short distance, climbing stairs, travelling in a car or completing a journey on public transport, sitting, standing, bending, or reaching, or getting around in an unfamiliar place.

Manual dexterity. This covers the ability to use hands and fingers with precision: examples include operating equipment manually, communicating through writing or typing, using cutlery, pressing buttons on keyboards and keypads.

Physical co-ordination. This covers balanced and effective interaction of body movement, including hand and eye co-ordination. It also includes composite activities such as walking and using hands at the same time and feeding.

Continence. This covers the ability to control urination and/or defecation.

Ability to lift, carry or otherwise move everyday objects. This covers the ability to repeat actions or bear weights over a reasonable period of time. Examples of everyday objects include: books, a kettle of water, bags of shopping, a briefcase and a chair. The inability to pick up objects of moderate weight with one hand would also be covered.

Speech, hearing or eyesight. This covers the ability to speak, hear or see and includes face-to-face, telephone and written communication. For speech, this covers the ability to speak clearly at a normal pace and rhythm and to understand other people speaking normally. Also covered is the difficulty to process of language; and to give clear, basic instructions orally. For hearing, this covers the ability to hear without the use of any device against a background noise which would not affect the hearing of most people. Included in this is the ability to hear and understand while using the telephone. For eyesight, the effect on a person while he/she is wearing glasses or contact lenses should be considered. The inability to pass the eyesight test for a standard driving test or to read ordinary newsprint is included as having a substantial adverse effect.

Memory or ability to concentrate, learn or understand. Account should be taken of a person's ability to remember, organise his/her thoughts, plan a course of action and carry it out, take in new knowledge, or understand spoken or written instructions. Consideration needs to be given to whether the person LArns to do things significantly more slowly than is normal or whether he/she has a significant difficulty in reading text or straightforward numbers.

Perception of the risk of physical danger. This includes both the underestimation and overestimation of physical danger, including danger to well-being. Factors to take into account include neglecting basic functions such as eating and keeping warm and reckless behaviour which puts the person or others at risk.

Indirect affects are also included. Such examples might include where a doctor advises a person to refrain from a normal day-to-day activity on account of an impairment, or where an impairment causes additional pain or fatigue, so that the normal day-to-day activity can be performed, but over a less sustained period of time.

- Effect of medical treatment

The exception to this section is for a person who wears glasses or contact lenses to correct a sight impairment. Otherwise, where measures are taken to treat or correct an impairment that would be likely to have a substantial adverse effect on the ability of the person to carry out normal day-to-day activities, that impairment is treated as amounting to a disability. This applies even if the measures result in the effects being completely under control or not at all apparent.

APPENDIX 5

RESPONSIBILITIES FOR FUNDING

The National Assembly for Wales Circular 15/2004, 'Planning to Increase Access to Schools for Disabled Pupils' indicates, in paragraph 6.1, that the LA should fund certain items to make a school more accessible for disabled pupils. These would include capital work, such as rebuilding, the installation of lifts, electromagnetic doors, sound proofing, accessible toilets and the provision of more expensive, specialist equipment.

It further states, in paragraph 6.3, that maintained schools need to look to their delegated budgets to fund the elements of their access plans, other than capital works.

When a school is itemising elements in its Accessibility Plan, it would be appropriate for the school to try to build in to its regular programme of work and refurbishments, any items that would improve accessibility for disabled pupils. Many schools, for example, will need to consider improvements such as colour co-ordination in classrooms or fitting lever/push taps to wash basins. These can be done, over time and when required, and should not entail any extra costs. Other items, such as chairs with arms or work areas/tables at a different height, could be included in the next round of supplies. The school would need to specify, for example, how many chairs with arms it would need and put a note in with each order. It is anticipated that each classroom will eventually have at least one chair with arms for pupils to use.

The Accessibility Plan does not need to cover access to the school for disabled staff. Therefore access to staff areas, such as the Staff Room, do not need to be included. If a school employs a disabled member of staff, the Access to Work scheme run by the Employment Service can help to make the workplace more accessible.