



# 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)
1. Physical Access		
Car Parking	<ul style="list-style-type: none"> <li>• There are four disabled parking spaces allocated with easy access to reception</li> </ul>	Catrin Evans Gareth Evans Finbar Hayes
Pathways	<ul style="list-style-type: none"> <li>• All front access gates have suitable access for persons with a mobility issue or wheelchairs.</li> </ul>	
Pupil Entrance	<ul style="list-style-type: none"> <li>• Front entrance gates are flat tarmac surface for wheelchair access</li> </ul>	
Toilet facilities	<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>	

Further Action: To ensure clear  
Access leading to the toilets

Internal doors

Classroom

Hall

- All classrooms have good  
acesability with additional  
provision for sight and hearing  
impared pupils

The hall good access to all areas

## 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>

Llofnodion  
 Pennaeth Catrin Evans  
 Cadeirydd y  
 Llywodraethwyr Manon  
 George  
 Cyhoeddwyd Medi 24  
 Adolygwyd Medi 25