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Accessibility Plan 2017 – 2020 written Oct. 2017

Adopted: 6 November 2017

Review date: July 2020

1. Statutory Requirements

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Public Sector Equality Duties

A single Public Sector Equality Duty was introduced in April 2011 which applies to public bodies including maintained schools and academies and extends to certain Protected Characteristics (including disability). This combined equality duty requires public bodies to:

- Eliminate discrimination and other conduct which are prohibited under the Act.
- Advance equality of opportunity between people who share a Protected Characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a Protected Characteristic and those who do not.

Due regard must be given by public bodies to the three elements outlined above – giving relevant and proportionate consideration to the duty.

Lord Deramore's Primary School has adopted this accessibility plan in line with the school's **special educational needs and inclusion policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan has been created in October 2017, following a move into the school's new premises. It has also taken into account recommendations made in the school's last access audit which took place in April 2017. Training has been received on the Equality Act in the Spring Term 2015.

Our **special educational needs and inclusion policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our children, increased access to the curriculum, physical access to the school and access to information particular to children with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs and inclusion policy** for an outline of our full provision to support pupils with SEND and our school offer posted on the website.

2. Engagement with different communities

To review the previous accessibility plan and identify equality issues and outcomes a number of different communities have been consulted with including:

- Children
- Parents and Carers
- Staff
- Others who use Lord Deramore's School facilities.

Feedback has been taken into account whilst devising this Accessibility Plan.

3. School Data Analysis

This is recorded in the school performance data published on the website.

No formal complaints have been received by the school regarding accessibility to date.

4. Impact Assessment

Updated from Lord Deramore's School Accessibility Plan 2013-2016

Area of priority identified		Updated October 2017 with Impact Assessment
Curriculum	<ul style="list-style-type: none"> • Work with the specialist teaching team to ensure curriculum is accessible to all students. • Encourage alternative means of recording using laptops with specific software • Ensure Homework projects are accessible for all • Encourage children to participate in extra-curricular activities 	<ul style="list-style-type: none"> • Close liaison takes place with relevant members of the Specialist Teaching Team including staff training wherever relevant at the start of the academic year. Targeted children make consistent very good progress as a result. • Specific training is being offered at the start of next academic year on access to the curriculum for children with specific needs • Increased pupil use of alternative technologies is apparent through investment in software and hardware to

	<ul style="list-style-type: none"> • Develop the range of extra-curricular activities • Ensure children have access to educational resources • Ensure children, staff, parents and governors are consulted to further develop the Accessibility Plan. 	<p>support targeted groups – this has led to good progress in a number of cases. New school wide interventions such as Read Write Inc and talk partners have been introduced and its impact is to be tracked.</p> <ul style="list-style-type: none"> • Home work has been differentiated and received positive comment from the majority of parents • Areas of responsibility are shared with all learning groups • In the new school we are monitoring access to the curriculum as a new ICT infrastructure will be in place
Physical Access – see annex	<ul style="list-style-type: none"> • Review the site annually • Review the allocation, availability and state of repair of disabled car parking bay on site • Provide annual training for staff in relation to Autistic Spectrum Conditions • Consider access to the Hall during the development of the new building • Consider lighting in the Hall 	<ul style="list-style-type: none"> • The site has been reviewed by key representatives of all stakeholders and is mainly accessible with minor improvements identified • The Office Administrator and Site Manager observe the appropriate use of the parking bay (although this will not be in use until December 2017) • Training for key staff has been offered on an annual and ongoing basis • The fire alarm has not been altered and there are visual elements attached to each fire alarm • Pathways to the Hall and external areas are in place • The Hall has a new lighting system with optional dimmers.
Written Information	<ul style="list-style-type: none"> • Liaise with the specialist teaching service to ensure that written information is accessible to children eg different print sizes 	<ul style="list-style-type: none"> • Liaison with the Specialist Teaching Team and the use of suitable electronic learning material has increased the ability of the school to respond to this need and has given good progress for children with Autism/Asperger's

5. Accessibility Plan – October 2017

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Area of priority identified		Updated October 2017 with Impact Assessment
Curriculum	<p>This year, we are focussing on our provision for the following groups of children:</p> <p>ASC (Autistic Spectrum Condition)</p> <p>EAL (English as an Additional Language)</p> <p>Adopted from Care</p> <p>PPG (Pupil Premium)</p> <p>We are exploring how we can</p>	

	best cater for these learners within our curriculum and overall provision	
Physical Access – see annex	Please see School Accessibility Checklist	
Written Information	<ul style="list-style-type: none"> • Liaise with the specialist teaching service to ensure that written information is accessible to children eg different print sizes 	<ul style="list-style-type: none"> • Liaison with the Specialist Teaching Team and the use of suitable electronic learning material has increased the ability of the school to respond to this need and has given good progress for children with Autism/Asperger's

Name: Sue Perutz
Name: Jane Hitchon
Name: James Rourke

SEND Governor
SENDCO
Headteacher

This policy will be reviewed in July 2020

Annex 1: School accessibility checklist (SAC):

No:	Name of setting: Lord Deramore's Primary School	*Red	Amber	Green
	Date 1 st SAC completed: October 2017			
	Date to be reviewed: 2019			
1	Signage			
	External signage from road to entrance is clear, well placed		X	
	Internal signage is clear and well placed			X
	Signage suitable for non-readers including symbols		X	
	Wayfinding and learning are supported by use of symbols (following CYC guidance)		X	
2	Accessible parking			
	Signage indicates location of parking bay		X	
	Parking is convenient with flat access to main entrance of school			X
	Bay is marked following guidelines, including signage on vertical wall or post			X
	Available for use when needed by people with disabilities			X
3	Main entrance			
	Well signed from edge of school grounds and easily recognised		X	
	Flat access to main entrance from road, or suitably ramped			X
	Sufficient space for wheelchair to enter, including level landing in front of entrance			X
	Entry systems at correct height, position			X
	Doors can be opened manually without exerting excessive pressure, or are powered		X	
	Flat access across door threshold			X
	Floor coverings do not impede access through the door			X
	Doors are wide enough for all wheelchair users			X
	Doors easily visible to those with visual impairment			X
	Reception counter accessible (height, position of writing surface)			X
4	Circulation: horizontal			
	Flat access along corridors and through external doors, ie raised thresholds / door sills no more than 15 mm total height, any vertical surface 5 mm max			X
	Flat access along corridors and through internal doors, ie raised thresholds / door sills no more than 15 mm total height, any vertical surface 5 mm max			X
	Ramps meet guidelines (gradient, kerbs, handrails, width, colour contrast)			X
	Adequate corridor width for volume of people			X
	Entrance/exit doors wide enough for wheelchair users (single clear opening width)			X
	Internal doors wide enough for wheelchair users (single clear opening width)			X
	Internal doors open without excessive pressure, or magnetically operated		X	
	Doors easily visible for people with visual impairment			X
5	Circulation: vertical			
	Front edges of stairs colour contrasted			
	Handrails on both sides of stairs, continuous around landings			
	Lift convenient to use (size, controls)			
	Emergency evacuation procedures for disabled in place for upper floors			
6	Accessible toilet			
	Signage in place, including symbols			X
	Adequate dimensions (minimum 2200 mm x 1500 mm), adequate turning space			X
	WC and fittings correctly placed (grab rails, washbasin, mirror, light switch, hook)			X
	Alarm cord functions correctly, ready for use, staff alerted and respond appropriately			X
	Colour contrasted fittings etc			X

	Toilet ready for use at all times (not used for temporary storage etc)			X
7	Hygiene room			
	Signage in place, including symbols			X
	Adequate dimensions for up to 2 carers			X
	WC and fittings correctly placed (grab rails, washbasin, mirror, light switch, hook)			X
	Alarm cord functions correctly, ready for use, staff alerted and respond appropriately			X
	Colour contrasted fittings etc			X
	Hoist facilities available	NA		
	Changing bench (height adjustable)	NA		
	Shower facilities			X
8	Measures for hearing impairment			
	Rooms have good acoustics to prevent noise transfer between rooms and excessive reverberation			X
	Surfaces have high absorbency eg carpets, curtains, soft furnishings, display boards			X
	Teaching areas have reasonably low reverberation levels			X
	Communal areas (hall, dining room) have reasonably low reverberation levels			X
	Emergency systems have visual alarms			X
	Technical aids (eg hearing loop at entrance desk) in place if appropriate			X
	Soundfield systems in place and used correctly (minimum 1 in each Key stage/dept)			
	Good levels of natural / artificial lighting / blinds where needed			X
9	Measures for visual impairment			
	Good levels of natural / artificial lighting			X
	Blinds / anti-glare glazing where needed			X
	Surfaces are non-reflective			X
	Colour contrasting decor			X
	Steps, kerbs, level changes colour contrasted (internal and external)			X
	Braille is used where appropriate, eg for lift controls (inside and outside)	NA		
10	Additional resource rooms			
	Quiet distraction-free withdrawal / work area(s)			X
	Room available for visiting therapists / health care			X
	Medical room			X
11	Furniture and general equipment			
	Height adjustable tables available when needed			X
	Practical lessons (science, art /craft, design and technology, food technology) accessible for a variety of users			X

*suggested scoring: red (Focussing) amber (Developing) green
(Established)

Have the findings of this initial checklist been shared with:

	Yes:	No:	Date shared:
Disabled students:	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Parents / carers:	<input type="checkbox"/>	<input type="checkbox"/>	
School staff:	<input type="checkbox"/>	<input type="checkbox"/>	
Other customers who use school facilities outside of core Hours	<input type="checkbox"/>	<input type="checkbox"/>	

Amendments to scoring – notes:

Date completed: 11.10.17

Final Accessibility Plan posted on the school website: October 2017

Review date for the Accessibility Plan: Summer Term 2020

Completed by:	James Rourke	Designation:	Headteacher
Manager	Jenny Scholes		School Business
Gov.	Sue Perutz		SEND/Safeguarding



Approved by Staffing & Curriculum Committee

Meeting Date 6 November 2017