

# Lord Deramore's Primary School



## Accessibility Plan

To Policy be read in conjunction with the Special Educational Needs and Disability Inclusion Plan, the Special Educational Needs Information Report, the Supporting Pupils with Medical Conditions Policy and the Equality Objectives Policy

**Approved by FGB**

**Date: 12/10/2022**

**Last reviewed: March 2017**

**Next review due by: October 2025**

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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupil

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 physically accessible to all members of our school community, and that all pupils have access to a full curriculum and are appropriately challenged. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be available online on the school website. Paper copies of this plan and the documents described in Section 3 are available on request.

The school will use its best endeavours to provide these documents in accessible formats or in translation if required.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The potential needs of a range of stakeholders have been considered in the development of this accessibility plan

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

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

### Public Sector Equality Duties

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3. Links to Other School Policies

Our **Special Educational Needs and Disability Inclusion Policy and SEND Report** details the school's provision for supporting pupils with special educational needs and disabilities (SEND)

Our school's **Equality Objectives Policy** 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.

Our **Schools Supporting Pupils with Medical Conditions Policy** explains how we ensure equal educational opportunities for children with both short and long term health conditions

These documents are available on the school's website.

### 3. The accessibility audit

A member of SLT and the SEN Governor or SENDCo will undertake a regular Accessibility Audit.

The audit will cover the following three areas:

- **Access to the curriculum** –the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** –the extent to which the school community and visitors with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** –the extent to which the school community and visitors can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes those who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- **Sensory issues** – those who are sensitive to noise, bright colours, smells and sensations

The findings from the audit will be used to identify actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

Where accessibility problems are brought to the attention of the school other than via the audit, the school will use its best endeavours to resolve those problems.

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

#### **4. Monitoring arrangements**

This document will be reviewed at least every 3 years but may be reviewed and updated more frequently to take into account the changing needs of the school community or changes to the school premises or grounds.

It will be approved by the full governing body.

## 5. Action Plan

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	BY WHEN
<p><b>Maintain and improve the accessibility of the whole school curriculum</b></p>	<ul style="list-style-type: none"> <li>differentiated curriculum for all pupils</li> <li>resources tailored to the needs of pupils who require support to access the curriculum</li> <li>curriculum resources include examples of people with disabilities.</li> <li>long term outcomes and short term goals are set effectively and are appropriate for pupils with additional needs</li> <li>staff access regular training on the range of SEND</li> <li>approaches to behaviour and learning are attachment- and trauma-friendly</li> <li>collaboration with specialist teaching teams and health professionals ensure barriers to learning are minimised.</li> <li>alternative means of recording are used</li> <li>homework projects are accessible for all</li> <li>all children are encouraged to participate in extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>to ensure high quality, tailored SEND provision is consistent across the school</li> <li>to ensure pupils with SEND are receiving support which they feel best helps them to make progress</li> <li>to ensure parents of children with SEND feel listened to and supported and that parent teacher partnerships are as constructive as possible</li> <li>to ensure all staff able to work with increased knowledge and provide appropriate resources for pupils in line with current needs</li> <li>to ensure resources are available to support children with SEND to access the wider curriculum</li> <li>to ensure SEND record keeping and the stages of the SEND assess, plan, do, review cycle are clear to all stakeholders</li> <li>to ensure all adults who support a child with SEND have the information they need to set appropriate goals and match provision to needs</li> </ul>	<ul style="list-style-type: none"> <li>learning walks and observations by SENDCo</li> <li>SEN CPD audit to identify any unmet training needs</li> <li>pupil voice and parent voice surveys to be carried out</li> <li>revision training on attachment and trauma-emphasis on implications for teaching and learning approaches</li> <li>differentiated resources bank to be produced for wider curriculum topics</li> <li>revised IEP (Pupil Passport) and SEND Profile documents to be produced)</li> <li>training for TAs on KS 3 Little Wandle Phonics intervention</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo SEND TA</li> <li>SENDCo SEND TA</li> <li>SENDCo SEND TA SEN Governor</li> <li>SENDCo</li> <li>SENDCo, SEND TA and subject leaders</li> <li>SENDCo</li> <li>Literacy leaders</li> </ul>	<p>Termly</p> <p>Autumn half term '22</p> <p>Spring term '22</p> <p>July '22</p> <p>To be ready for each topic as dictated by long term curriculum planning</p> <p>October '22</p> <p>October '22</p>

	<ul style="list-style-type: none"> <li>• adjustments are made to residential trips to ensure all children can participate</li> <li>• SENCo and SLT monitor and support teachers to deliver quality first teaching for all</li> <li>• There is a clear provision pathway from early identification of needs to the assess, plan, do, review cycle</li> <li>• A wide range of assessments are used to identify specific needs and track progress</li> <li>• Access arrangements for SATS assessments are put in place</li> <li>• Staff trained to meet individual medical needs of pupils where applicable</li> </ul>		<ul style="list-style-type: none"> <li>• training for TAs on inference training, and approaches and resources to support progress in writing</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo</li> </ul>	December '22
<p><b>Maintain and improve the accessibility and disability friendly nature of the school's</b></p>	<ul style="list-style-type: none"> <li>• See green scored elements of <b>School accessibility checklist</b> (Annex 1)</li> </ul>	<ul style="list-style-type: none"> <li>• to ensure all areas of outdoor space are accessible to all children</li> <li>• to carry out contingency planning to enable improved wheelchair access to the forest area and to picnic benches</li> </ul>	<ul style="list-style-type: none"> <li>• carry out accessibility audit on school grounds and produce action plan</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo and Forest School's lead</li> </ul>	<ul style="list-style-type: none"> <li>• February '23</li> </ul>



<p><b>physical environment</b></p>	<ul style="list-style-type: none"> <li>• The school environment is autism friendly – consistent calm colour scheme throughout the building, no bells or buzzers, low lighting calm areas – sensory room and library, access to large safe outdoor green space</li> <li>• Access to trampolines and outside areas for children who need movement breaks</li> <li>• Access to benches and picnic tables to facilitate calm time during breaks</li> </ul>	<ul style="list-style-type: none"> <li>• update and improve the sensory garden</li> </ul>	<ul style="list-style-type: none"> <li>• plan, resource and develop sensory garden</li> </ul>	<ul style="list-style-type: none"> <li>• Y1 teacher and assistant head</li> </ul>	<p>July '23</p>
<p><b>Improve the delivery of information to pupils with a disability</b></p>	<ul style="list-style-type: none"> <li>• Symbol software (Communicate in Print) used to produce signs throughout school</li> <li>• Labels and posters are dyslexia friendly</li> <li>• A range of media other than text is used for teaching and learning across the curriculum</li> <li>• Communication strips, visual timetables and other visual prompts and supports recommended by the Specialist Teaching Teams are used to help to convey information to children with SLCN/ASC needs</li> </ul>	<ul style="list-style-type: none"> <li>• to ensure Communicate in Print signs and labels are used consistently throughout school</li> <li>• to ensure dyslexia friendly classroom approaches are used consistently across the school</li> <li>• Produce and position Communicate in print signs throughout school</li> <li>• ensure wide range of media is consistently used and is indicated in medium term planning in all classes and across the wider curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• carry out learning walks and observations to audit communication and dyslexia friendly approaches across the school</li> <li>• SEN TA</li> <li>• collate bank of videos, recordings, interactive programmes etc. related to wider curriculum topics</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo and SEN Governor</li> <li>• SENDCo, SEN TA and subject leaders</li> </ul>	<p>December '23</p> <p>To be ready for each topic as dictated by long term curriculum planning</p>

## 1: School accessibility checklist (SAC):

No:	<b>Name of setting: Lord Deramore's Primary School</b> Date 1 <sup>st</sup> SAC completed: October 2017 Date of most recent review: September '22 To be reviewed by: September '25	*Red	Amber	Green
<b>1</b>	<b>Signage</b>			
	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	
<b>2</b>	<b>Accessible parking</b>			
	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
<b>3</b>	<b>Main entrance</b>			
	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
<b>4</b>	<b>Circulation: horizontal</b>			
	Flat access along corridors and through <b>external</b> 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 <b>internal</b> 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
<b>5</b>	<b>Circulation: vertical</b>			
	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			
<b>6</b>	<b>Accessible toilet</b>			
	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
<b>7</b>	<b>Hygiene room</b>			
	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
<b>8</b>	<b>Measures for hearing impairment</b>			
	Rooms have good acoustics to prevent noise transfer between rooms and excessive reverberation			X
	Surfaces have high absorbency e.g. 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 (e.g. 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
<b>9</b>	<b>Measures for visual impairment</b>			
	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, e.g. for lift controls (inside and outside)	NA		
<b>10</b>	<b>Additional resource rooms</b>			
	Quiet distraction-free withdrawal / work area(s)			X
	Room available for visiting therapists / health care			X
	Medical room			X
<b>11</b>	<b>Furniture and general equipment</b>			
	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)

**Final Accessibility Plan posted on the school website: October 2022**

**Review date for the Accessibility Plan: Autumn Term 2025**

<b>Completed by:</b>	<b>James Rourke</b>	<b>Designation:</b>	<b>Headteacher</b>
	<b>Eleanor Jones</b>		<b>School Business Manager</b>
	<b>Sue Perutz</b>		<b>SEND/Safeguarding Gov.</b>
	<b>Jane Hitchon</b>		<b>SENCo</b>



Approved by Full Governing Board

Meeting Date 12 October 2022