

Great Gaddesden C of E (VA) Primary School



Written December 2014

Ratified:

Reviewed:

Reviewed:

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Accessibility Plan

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Great Gaddesden C of E Primary School Accessibility Plan 2014

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

Great Gaddesden C of E Primary School plans to increase the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan will contain relevant actions to:

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

Great Gaddesden C of E Primary School Accessibility Plan: December 2014

| Curriculum Access | | | | |
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| Targets | Strategies | Outcome | Timeframe | Goals achieved |
| To ensure pupils with visual impairments have access to the curriculum. | <p>Pupils placed near front of class Larger type used Coloured paper used where appropriate Coloured backdrops on IWB slides Use of ICT (large icons on desktop etc) Information provided orally or on CD. Significant improvements have been made with availability of laptops and IPAD's in the school. The school is undergoing an investment in latest technologies. As part of this process there is a recognised need for ongoing staff training in this area. The school is keen that technology enhances every pupil's potential.</p> | <p>Learning is accessible to visually impaired children. Classrooms are adapted where necessary.</p> | Ongoing | Equality of opportunity for all pupils with visual impairments. |
| To ensure pupils with visual learning needs have access to the curriculum | <p>Décor is generally neutral in colour. The school is considering greater use of colour in some of the classrooms. Advice will be sought from the LA H&S advisor as appropriate.</p> | <p>The environment supports children with needs where colour choice affects their access to learning.</p> | Summer 2015. | |
| To ensure pupils with visual learning needs have access to the curriculum | <p>Lighting is modern and meets all current standards. The school has adopted a policy to review all lighting needs on a rolling basis as part of any redecoration projects.</p> | <p>Children with visual impairments are not hindered by any poor lighting.</p> | Autumn 2015 | |

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| | Emergency lighting is installed in areas that have undergone major refurbishment projects and will form part of all future projects in line with building regulations. | Lighting is available in emergency situations. | | |
| To ensure pupils with hearing impairments have access to the curriculum. | Pupils placed near front of class Pupils spoken to directly Speech reinforced using facial expressions, signs or gestures Speech reinforced with back-up print, pictures, concrete materials Repeat other pupils' answers Rephrase or repeat words and phrases Investment in Sound Field systems. Hearing Induction Loop/sound system. Staff training. | Learning is accessible to hearing impaired children. Classrooms are adapted where necessary. | Ongoing | Equality of opportunity for all pupils with hearing impairments. |
| To ensure pupils with hearing impairments have access to the curriculum. | The school considers acoustics as part of any refurbishment project installing acoustic ceiling tiles or other soundproofing materials where necessary. Noisy building/maintenance works are not carried out during the school day. | Learning is accessible to hearing impaired children. Classrooms are adapted where necessary. | Ongoing | Children not affected by additional noise during lesson time. |
| To ensure pupils with speech and language difficulties have access to the curriculum | Pupils given time to process language and respond. Ensure face to face and direct eye contact. Avoid ambiguous vocabulary. Reinforce speech with facial expression, gesture and sign. Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials. Emphasize key words, reinforcing visually | Learning is accessible to children with speech and language difficulties. Classrooms are adapted where necessary. | Ongoing | Equality of opportunity for all pupils with speech and language difficulties. |

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| | SENCo to seek advice from Speech and Language advisor (currently Alice Carter). Staff training. | | | |
| To ensure classrooms are organised to promote the participation and independence of all pupils | Review layout of furniture and equipment to support the learning process in individual class bases. Ensure that position of adults supports smooth running of lessons and participation of all pupils. | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | Spring 2015 | All pupils actively engaged in learning. |
| To ensure all out-of-school activities are planned to ensure participation for the whole range of pupils | Review out-of-school provision to ensure compliance with legislation | All out-of-school activities will be conducted in an inclusive environment. | | Increase in access to all school activities for all disabled pupils |

| Physical Environment | | | | |
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| Targets | Strategies | Outcome | Timeframe | Goals achieved |
| To ensure signage around school is clear for all users of the building. | Ensure signage is maintained and replaced when necessary. | Clear signs (with picture content as necessary) indicating office area, exits, etc. | Ongoing | School |
| To ensure children can access the school. Hazard strips are installed on step edges where appropriate. | Move classrooms around to enable access. | Children with mobility needs will be able to access a classroom. | When required. | Increase in access to all school activities for all disabled pupils |
| The size of a number of classrooms vs pupil numbers is of concern for the future needs of the school. | Regular spacial surveys are carried out by the LA to provide data according to latest legislation. This forms a basis for the schools "5 year" physical development/ maintenance plans. | All children to have adequate space in their classroom | On going. | |
| Access ramps have been installed to provide suitable access to classrooms from the playground. | Low door thresholds are in place to EYFS, Yr ½ & Yr ¾ classrooms. | Children with mobility needs will be able to access a classroom on the ground floor. | There are a couple of slight threshold steps into the hall – this will be alleviated by the installation of a new Hall floor in 1Q2015. | |

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| <p>The 2009 development of a 1st floor Yr 5/6 classroom included the installation of a custom made wide staircase to allow for the possibility of a future stair-lift should this be required.</p> | <p>The design of the staircase/landing also took into consideration possible positioning of a wheelchair lift should this be required. At the time it was also agreed. It was also agreed at this time by the school leadership team and Governing body, that year groups could be moved to different classrooms to best accommodate the needs of individual pupils.</p> | <p>Children with mobility needs will be able to access a classroom on the upper floor.</p> | <p>2015</p> | |
| <p>Wheelchair access to the music room & disabled toilet is through a ramp in the courtyard. This has been tested and has worked effectively in the past.</p> | <p>Improvements to this access are being considered as part of "Project 2016" where the overall layout of a significant part of the school is planned, incorporating the courtyard as a new entrance hall from which there will be new access to the disabled toilet.</p> | | <p>2016</p> | |
| <p>All new projects from 2009 have "Accessibility"</p> | | <p>All children to access all parts of the building.</p> | <p>On going.</p> | |

as a major criteria for consideration. Due to budget considerations high value equipment is not installed, but layout and preparatory services are specified as part of the design brief.

Written Information

| Targets | Strategies | Outcome | Timeframe | Goals achieved |
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| To make school newsletters and other information for parents available in alternative formats | Review all current school publications and promote the availability in different formats for those that require it | All school information available for all | | Delivery of school information to parents and the local community improved |
| To ensure availability of written material in alternative formats | School to investigate availability of ICT software to convert written information into alternative formats | School can provide written information in alternative formats when required | | All stakeholders have access to written information in preferred format. |