

# Great Gaddesden C of E (VA) Primary School

*'Treat others exactly as you would like to be treated yourself' (Luke 6:31)*



## Accessibility Policy and Plan

**Reviewed: September 2020**

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. It will be monitored and evaluated by the Governing Body on an annual basis.

**Key Objective :** To reduce and eliminate barriers to access to the curriculum, enabling full participation in the school community for pupils, prospective pupils, staff and visitors with a disability.

**Introduction :** Great Gaddesden C of E School is determined to ensure that all pupils are welcomed and are enabled to access as many areas of the curriculum and school life as possible. Parents/carers play an integral part in school life and the school realises the importance that every parent/carer is also able to access the school and be welcomed into the school community. Great Gaddesden School promotes the individuality of all pupils irrespective of ethnicity, age, disability, gender, background or attainment. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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. 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 printed hand-outs, timetables and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

### Curriculum Access

Targets	Strategies	Outcome	Timeframe	Goals achieved
Strive to ensure that all aspects of the curriculum is fully accessible to all pupils	Through CPD and advice all staff ensure that the curriculum is fully inclusive and accessible to all pupils	All pupils are able to be successful in their learning	Ongoing	A fully inclusive curriculum is accessible for all
School policies and procedures provide for all pupils (particularly with regard to sports provision)	Through CPD and advice all staff ensure that the curriculum is fully inclusive and accessible to all pupils	All pupils are able to be successful in all areas of their learning	Ongoing	School procedures and policies support accessibility for all
To ensure pupils with visual impairments have access to the curriculum.	<p>Pupils are positioned near main visual teaching resources            Larger font type used where needed            Coloured paper used where appropriate            Coloured background on computerised screen            Use of ICT (large icons on desktop etc)            Information accessible orally as well as visually            Resources are easily and safely accessibly to pupils.</p> <p>As the school introduces and develops the use of Google Classroom, pupils will have access to programmes that are adapted where needed.            Staff training</p>	<p>Learning is accessible to visually impaired children.</p> <p>Classroom organisation are adapted where necessary.</p> <p>Adaptation to IT devices and programmes will support the pupil's need enabling fully potential for the pupil.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>September '20</p>	<p>Equality of opportunity for all pupils with visual impairments.</p> <p>Devices and programmes are adapted to ensure accessibility to pupils</p>
To ensure pupils with visual learning needs have access to the curriculum	Décor is generally neutral in colour Learning environment to be reviewed regularly to consider the contrast in colours	The environment supports children with needs where colour choice affects their access to learning	Half termly	Pupils are able to access learning prompts within the learning environment
To ensure pupils with visual learning needs have access to the curriculum	<p>Lighting is modern and meets all current standards.</p> <p>The school plans to investigate the replacement of lighting to LED bulbs as and when replacements are due</p> <p>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.</p>	<p>Children with visual impairments are not hindered by any poor lighting.</p> <p>Lighting is available in emergency situations.</p>	As required	Lighting is sympathetic to needs of visual impaired pupils

To ensure pupils with hearing impairments have access to the curriculum.	Pupils placed near teaching adult Pupils are positioned to enable clear visibility of speaking adult/pupil Speech reinforced using facial expressions, signs or gestures Speech reinforced with support printed material and concrete materials Repetition of pupils' communication re. learning Investment in Sound Field systems as needed. and relevant staff training	Learning is accessible to hearing impaired children.  Classrooms are adapted where necessary.	Ongoing  On going As needed	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 carried out outside the school day.	Learning is accessible to hearing impaired children. Classrooms are adapted where necessary.	Ongoing	Children not affected by additional noise during learning time
To ensure pupils with speech and language difficulties have access to the curriculum	Pupils are given time to process language and respond. Ensure face to face and direct eye contact. Vocabulary is clear and succinct. Reinforce speech with facial expression, gesture and sign. Reinforce spoken instructions with printed information, including pictures, diagrams, symbols and concrete materials. Emphasize key words, reinforcing visually SENCo to seek advice from Speech and Language advisor (new SALT advisor to start in Autumn '20) Staff training to need pupil's needs.	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.  All staff are training to meet needs
To ensure classrooms are organised to promote the participation and independence of all pupils	Review layout of furniture and resources to support learning for all pupils on an individual need.  Ensure that position of adults supports smooth running of lessons and participation of all pupils.  All ground floor classrooms arranged chronologically with interconnecting doors between each	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils  Pupils are able to access resources from all ground floor classroom	September '20 On going	All pupils actively engaged in learning.
To ensure all out-of-school activities are planned to ensure participation for all pupils.	Review out-of-school provision to ensure compliance with legislation, including outside providers	All out-of-school activities will be conducted in an inclusive environment.	On going	Access to school activities for all disabled pupils

### Physical Environment

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 signage is clearly indicated for all to access
To ensure children can access the school  Hazard strips are installed on step edges where appropriate.	Entrances, exits and walkways are kept clear and safely accessible .	Children, including those with mobility needs will be able to access areas of the school.	Ongoing	Increase in access to all areas of the school for all, including disabled pupils
The size of the classrooms vs pupil numbers continues to be monitored	Continue to supply accurate information to LEA for spacial surveys to ensure compliancy with latest legislation is met.	All children to have adequate space in their classroom	On going.	School meets the statutory requirements for pupil/space.
Consider access in and around the school for wheel chair use.	Continue to investigate accessible toilet facilities from within the school building. Apply for funding from the Diocese for funding .	Equal access opportunities for all children and staff.	April 2021	All children and staff equal access opportunities within the school.
Access ramps have been installed to provide suitable access to classrooms from the playground.	Low door thresholds are in place to all ground floor classrooms. .	Children with mobility needs will be able to access a classroom on the ground floor.	In place	All pupils are able to access ground floor classrooms
Previous development of 1 <sup>st</sup> floor classroom included custom made wide staircase to allow installation of stair-lift if required.	Staircase/landing designed with consideration of positioning of a wheelchair lift if needed.	Children with mobility needs are able to access upper floor classroom.	In place	All pupils are able to access all classrooms
Wheelchair access to Breakfast Club/Nurture room	Investigate potential wheelchair access from Breakfast Club /Nurture room to other areas of hall.	Children with mobility needs are able to access all areas of school from Breakfast Club/Nurture room without having to go outside.	2021/22	Children with mobility needs have access to all areas of the school, from within.

**Written Information**

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
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 all. Identify preference for those that require alternative format	All school information available for all	Autumn term '20	Delivery of school information to parents and the local community is accessible for all
To investigate how to access other sources such as Braille as and when the need arises.	School to seek advice re. alternative formats for visual disability	All school information is accessible for all	As and when needed	Delivery of school information to parents and the local community is accessible for all
To consider how the school's website can be made more accessible.	Review current format and investigate alternative IT programme	All school information is accessible for all	Autumn term '20	Delivery of school information to parents and the local community is accessible for all