
Great Gaddesden C.E. (VA) Primary School



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

Accessibility Plan

Last reviewed on: March '24

Next review : March '27

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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. The plan will be made available online on the school website, and paper copies are available upon request.

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

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. We have included a range of stakeholders in the development of this accessibility plan, including Governors + parents.

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](#).

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

CURRICULUM ACCESS				
TARGETS	CURRENT STRATEGIES	ACTIONS	TIMEFRAME	INTENDED OUTCOME
Ensure all aspects of the curriculum are fully accessible to those with a disability	CPD and advice from the SENCO to staff Engagement with outside agencies Following relevant school policies (including SEND etc) Quality first teaching planned for and implemented by all	Identify specific areas of development for all staff in relation to SEND	Ongoing	A fully inclusive curriculum is accessible to all All pupils are able to be successful in all aspects of their learning

CURRICULUM ACCESS				
TARGETS	CURRENT STRATEGIES	ACTIONS	TIMEFRAME	INTENDED OUTCOME
To ensure pupils with visual impairments have access to the curriculum.	<p>Pupils are positioned near main visual teaching resources</p> <p>Larger font type used where needed</p> <p>Coloured paper used where appropriate</p> <p>Coloured background on computerised screen</p> <p>Use of ICT (large icons on desktop etc)</p> <p>Information accessible orally as well as visually</p> <p>Resources are easily and safely accessible to pupils</p> <p>Staff training</p> <p>Regular reviews of the learning environment to check it is suitable</p> <p>Lighting is modern and meets all current standards.</p> <p>Where necessary, consult with HCC advisory service (Vision Impairment Team)</p>	Review the impact of Google Classroom on pupils with SEND; consider how this aids learning	<p>Ongoing</p> <p>(Google Review, Summer Term 2024)</p> <p>(Review of learning environment half termly)</p>	<p>Learning is accessible to visually impaired children.</p> <p>Adaptation to IT devices and programmes support learning</p> <p>Classrooms are adapted where necessary to ensure positive outcomes and safety</p>

CURRICULUM ACCESS				
TARGETS	CURRENT STRATEGIES	ACTIONS	TIMEFRAME	INTENDED OUTCOME
To ensure pupils with hearing impairments have access to the curriculum.	<p>The school considers acoustics as part of any refurbishment project installing acoustic ceiling tiles or other soundproofing materials where necessary</p> <p>Noisy building/maintenance works are carried out outside the school day</p> <p>Where necessary, consult with HCC advisory service (Deaf and Hearing Support Service)</p>	n/a	Ongoing	<p>Learning is accessible to hearing impaired children</p> <p>Classrooms are adapted where necessary to ensure positive outcomes and safety</p>

CURRICULUM ACCESS

TARGETS	CURRENT STRATEGIES	ACTIONS	TIMEFRAME	INTENDED OUTCOME
To ensure pupils with speech and language difficulties have access to the curriculum	<p>Pupils are given time to process language and respond.</p> <p>Ensure direct eye contact</p> <p>Clarity of expression is considered and appropriate vocabulary used</p> <p>Reinforce speech with facial expression, gesture and sign</p> <p>Reinforce spoken instructions with printed information, including pictures, diagrams, symbols and concrete materials</p> <p>Emphasise key words, reinforcing visuals</p> <p>SENCo to seek advice from Speech and Language advisor (SALT)</p> <p>Staff training to meet pupil's needs.</p>	<p>Review classroom practice, ensure quality first teaching meets these requirements</p> <p>Check class teachers feel confident they have access to the right visual resources to meet the needs of their students (September 2024)</p> <p>Review which pupils need targeted support in this area (December 2024)</p>	<p>Ongoing (September 24)</p> <p>(September 24)</p> <p>(Summer Term 24)</p>	<p>Learning is accessible to children with speech and language difficulties</p> <p>Classrooms are adapted where necessary</p>

CURRICULUM ACCESS				
TARGETS	CURRENT STRATEGIES	ACTIONS	TIMEFRAME	INTENDED OUTCOME
To ensure all out of-school activities are planned to ensure participation for all pupils.	Risk assessments are created to ensure pupils that may face additional barriers to attending out of school activities can be supported.	Review which students need additional risk assessments to access trips Ensure all families, including those eligible for FSM and PP can access additional visits and trips	Ongoing	Pupils are able to increase cultural capital by having access to all and every activity no matter their barriers. Staff within the school strive to ensure barriers to learning don't become barriers to experiences.

PHYSICAL ENVIRONMENT				
TARGETS	CURRENT STRATEGIES	ACTIONS	TIMEFRAME	INTENDED OUTCOME
To ensure the school environment is accessible to all	Regular maintenance is carried out as and when required in a timely manner	New toilets are well maintained Outside And inside areas are well maintained to make all areas safely accessible	Ongoing	All pupils are able to access all areas of the school environment to enhance their education

WRITTEN INFORMATION/COMMUNICATION				
TARGETS	CURRENT STRATEGIES	ACTIONS	TIMEFRAME	INTENDED OUTCOME
To make all school communications (including Newsletters) available to all parents	<p>Where necessary, provide alternative formats (printed copies for those with no internet access, braille for those with visual impairments)</p> <p>Consider accessibility of the school's website</p> <p>Targeted support is in place for those who are known to need it by the school</p>	Complete a communication survey with parents to assess barriers to written communication - this will also ask for advice regarding other barriers parents face in communication	Ongoing (Dec 2024)	Delivery of school information to parents and the local community is accessible for all

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- SEND policy