



Gaddesden Row JMI

Accessibility Plan

Policy Review

This policy will be reviewed in full by the Full Governing Body every 3 years.

The policy was last reviewed and agreed by the Full Governing Body in March 2026.
Date of next review: March, 2029.

Signature
Head Teacher

Date

Signature
Chair of Governors

Date

Overview

At Gaddesden Row we adopt a 'can do' approach to promoting access to the curriculum, to the physical environment and to information for pupils and members of our school community who are, or might be, disabled. For example, we work with families to include disabled pupils in all aspects of school life, such as residential trips and clubs.

We plan for and respond to the need to make reasonable adjustments to ensure that disabled pupils are not put at a substantial disadvantage compared to non-disabled pupils. We acknowledge that this might involve treating such pupils more favourably, for example in the interpretation of our behaviour policy or the manner of participation in particular subject lessons.

We seek the views of disabled pupils and their parents about all aspects of their involvement with school life and we actively seek and are open to receiving support and guidance from the wide range of community and external professional advice available. Our accessibility planning grows and changes in response to the changing needs of our community. We organise visits to and from colleagues in other settings to share good practice.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Gaddesden Row JMI School is a maintained school for boys and girls ranging from Reception to Year 6. The school comprises of one main building covering a small site, mostly of one storey construction.

The School's Aims

- embraces a partnership between the school and home
- offers to each member the opportunity to grow in knowledge fostered through Christian values and guidance.
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- children will be helped to appreciate that they are members of the wider community in its richness and diversity
- curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

Definition of a Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.

This plan sets out the proposals of the Proprietor/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:

- **increasing access for disabled pupils to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- **improving access to the physical environment of schools.** This covers improvements to the physical environment of the school and physical aids to access education.
- **improving the delivery of written information to disabled pupils.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Curriculum				
Action	Milestones	Outcome	Timeframe	Review
To ensure staff training is in place to teach and support disabled pupils.	- Annual staff audit of current skills and knowledge. - New staff's knowledge and skills are audited. - Relevant 'Gaps' in staff knowledge and skills are addressed through training. - New staff induction to include training for individual pupils' needs, where relevant. - The school to invest in latest technologies as part of staff training.	Disabled pupils are taught and supported to best suit their needs.	Annually	
To ensure all pupils are encouraged to take part in extra-curricular activities, including physical.	- Parents are always informed that all pupils are welcome to join after school clubs and can be planned for on offsite visits, including residential trips. - Head and/or SENCO to meet with parents to discuss any individual needs that require planning for.	All pupils can have access to the same opportunities as their peers.	Ongoing	
To ensure all barriers to learning and participation are removed.	- SENCO to identify any barriers to learning for individual pupils who are new to the school along with support of parents and teachers. - School to identify relevant support and actions to ensure barriers are removed as much as possible.	All pupils can have access to the same opportunities as their peers.	Ongoing	
To ensure pupils with visual impairments have access to the curriculum.	- Pupils placed near front of the class in order to see as much as possible. - Larger fonts used for printouts. - Coloured paper and backgrounds used where appropriate and possible. - Technology that is used to be magnified in order to remove barrier.	Equality of opportunities to learning for all pupils.	Ongoing whilst appropriate	
To ensure pupils with hearing impairments have access to the curriculum.	- Pupils placed near front of the class in order to hear as much as possible. - Staff to be aware of which ear may be stronger and ensure they speak to the child facing the correct way. - Technology with headphones to be used where appropriate. - Pupils spoken directly to. - Speech reinforced by facial expressions, gestures	Equality of opportunities to learning for all pupils.	Ongoing whilst appropriate	

	- or repeating/rephrasing. - School to work alongside SEN colleagues for support on room acoustics. - Investment in Sound Field systems for classrooms, as appropriate. - Staff training.			
Physical Environment				
To have clear signage around the school site.	- Main Office porch to be kept clear to ensure the main entrance is clearer for all. - Ensure signage is maintained and replaced as appropriate.	Clear signage (with visuals) for all.		
To ensure wheelchair access to the front of the school.	Ramp access into Library			
To ensure décor is appropriate for all.	Signage and décor to be considered whether it is confusing and/or misleading for disabled pupils with visual impairment, autism or epilepsy.	All can use signage and not be misled by décor.		
To consider future purchasing of furniture.	Ensure future purchases of furniture can be adjusted properly for disabled pupils' access.	Pupils with disabilities can have equal access to all classrooms and areas of the school.	Ongoing	
Written Information				
To ensure all literature is made available in other formats.	- Website can be made into larger print/font. - Promote availability of different formats available. - Information given in presentations/meetings is presented in a way which is user friendly. - ICT used to produce written information in different formats. - Staff training to ensure familiarity with technology and practices used to assist disabled pupils/parents.	All school information is accessible to all.	Ongoing	