



## ACCESSIBILITY POLICY

Approved by Governing Body	6 Oct 20
Review by	Oct 22

### Introduction

This policy considers accessibility with regard to pupils, parents / carers and other visitors with physical special needs. This covers, amongst others, people with mobility problems, some of whom will be wheelchair users and people with sight and hearing problems. There are separate policies which cover pupils whose special needs are of an educational or emotional and behavioral nature.

Little Gaddesden School is determined that all pupils meeting our admissions criteria 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 able to access the school and be welcomed into the school community.

### Prior to starting at the school

Before a child with physical special needs starts at the school we will endeavour to meet with the parents/guardians and any involved relevant professionals to take advice on how we can help that child access all areas of the curriculum and school life.

We will look as sympathetically as possible, within budget constraints, to funding equipment or building work to help a pupil access the curriculum or the school building and grounds.

### The school building

Most of the building and playground has level access which means that it is possible for wheelchair users and others with mobility problems to access most of the school.

However there are some parts of the building where access is more difficult. Although no building can be accessible to every physical special need we are determined to improve access to and within our school where possible.

As we are a small school we can be flexible about which classroom a class uses. We will, within the constraints of class sizes etc., choose the most suitable classroom to meet any child's physical special needs. We are also sensitive to carers/visitors needs when we organise events that they are invited to e.g. meetings, concerts etc.

### **Delivery of the curriculum**

All classrooms are equipped with SMART boards. This means work on the board can be adapted to pupils with sight problems e.g. the font size can be increased to an appropriate size, background and font colours can be changed to enhance contrast etc. Teachers always consider carefully all the needs of the children when positioning them in the classroom environment. The school has an outstanding ICT department. Pupils routinely use laptops in all areas of the curriculum and printers etc. can be accessed throughout the school. The school is very well positioned to support a child who needs to use computers to access the curriculum.

### **Toilets**

Children with physical special needs often find toileting difficult. We always endeavour to be as flexible and sensitive as possible to any issues arising. Presently we have one disabled toilet and are willing to consider installing specialist equipment to enable independent self-care if needed.

### **Playtime/mealtimes**

We understand that difficulties often arise in the more unstructured times of the school day such as playtime and mealtimes. However these are important times to establish friendships and enable co-operation within the peer group. We look at ways of supporting children at these times and ensure all staff recognise any special needs and deal with them in a sensitive way.

### **Bullying and acceptance**

All forms of bullying are not accepted in the school and are dealt with in an appropriate way. The school has a strong ethos that all children are accepted for who they are regardless of any differences.