



High Ham C of E Primary School Accessibility Plan

At High Ham we believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The definition of disability is:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”. (Disability Discrimination Act 1995 (DDA))

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Aim

- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

- Compliance with the Disability Discrimination Act 1995 is consistent with the:
 - School's aims
 - Equal opportunities policy
 - SEN policy
- We recognise that we have a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
 - treat disabled pupils less favourably
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

Governors and staff, while performing their duties, will have regard to the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

- We work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities. We respect the child's and parent's right to confidentiality.

- We provide all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.
- We endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupil's diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils

School Accessibility Plans

We have identified the following points of action as the main focus of the School Accessibility Plan namely:

1. Delivery of the curriculum
 - The focus on the differentiated approach to both teaching and learning ensures that all pupils can access lessons. Specific details can be found in the SEN policy.
2. The physical environment of the school
 - The appendices has our access plan which specifically relates to the physical nature of our buildings. The 'SCC Accessible Building Audit E237' undertaken in 2004 detailed £45,916.00 of work needed. Our action plan looks at these priorities and ensures that first and foremost we can meet the needs of the pupils currently at our school.
3. Provision of information in other formats
 - An increasing amount of our information is available on the school website and can be altered to different formats. Staff work closely with parents to ensure we can meet their needs and try to support/help as much as we can. Visitors to school are asked to let us know if there is anything we can do to support their needs.

Associated school policies and plans

- School Improvement Plan
- SEN Policy
- Equal Opportunity Policy
- Curriculum Policies

Effectiveness

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring. It is reviewed annually.

Reviewed March 2017