



High Ash CE School Accessibility Plan

Statutory responsibilities

The Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001, places a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility and strategies for their individual school.

Schools and LEAs are required to plan for:

- **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. Eg 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.

Position of School (updated Sep 2022)

The governors have always been committed to ensuring equality of access to the curriculum for all children at High Ash School. We currently have one child registered disabled and one child who is moderately deaf.

Previous work undertaken in the school includes:

- Ramped access to Year One
- Ramped access to Key Stage Two entrance
- Ramped access to Key Stage Two playground
- Ramped access to Year 5
- Ramped access to the Hall
- Ramped access to Year 6 class
- Disabled parking space
- Dropped kerbs in key locations
- Non slip flooring to Upper Key Stage toilet floors
- Grab handles in Upper boys and girls toilet
- Specially designed disabled toilet
- Training of staff in diabetes, Down Syndrome, auditory difficulties and how to support children who are partially sighted,
- Facilities for administering medicine

In September 2002 building work was completed using devolved capital funding to enable access for wheel chair users to the front of the building. In September 2004 building work was completed, funded by County, to enable access for wheel chair users to all key class entrances and provision of a disabled toilet.

In September 2015 a child entered Foundation who was profoundly deaf. The school worked closely with specialist teaching service hearing impaired team and training has been undertaken with staff. Adaptations were made to the classroom environment and a radio aid is used in class and worship to ensure the child was fully integrated. The adaptations are still in place for a moderately deaf child who has joined the school more recently.

We believe High Ash CE has made significant strides to ensure that the school is designed to meet the needs of the current school population.

Access Plan

The plan initially focuses provision for children already in school enabling the school to provide for children with physical needs.

	Targets	Strategies	Outcomes	Time frame
Short term	Ensure facilities are safe for current school population and enable them to make good progress	Purchase resources to support moderately deaf child as they progress through the school – including tools to support her learning as well resources to make the classroom environment more suited to her needs	Child successfully access curriculum	Ongoing
		Provide staff training as required to support the moderately deaf child		Ongoing
		Provide staff training and facilities to ensure physical needs are met, especially relating to intimate care.		Ongoing
		Ensure necessary adaptations are made so all children can participate in school life, incorporating the support of parents where necessary for off-site visits		Ongoing
		Provide PEEP to ensure safety in school in the event of fire		Ongoing
Medium term	Review effectiveness of strategies to support child who is moderately deaf	Meet with external agencies and parents on regular basis	Child with hearing difficulties is supported to effectively integrate and make good progress	Ongoing
	Review effectiveness of strategies to support child who is			Ongoing

	registered disabled			
Long term	Continue to adapt the curriculum to meet the differing needs of the children	Continually review provision and provide training where needed	All children make good progress and are happy and safe	Ongoing

Monitoring

The accessibility plan will be reviewed regularly by the governors as part of the school improvement plan and revised if necessary over the three years.

Reporting

Information about our accessibility plan will be published on the website

Approved by the Governing Body: 18th October, 2023

In line with our rolling policy review cycle, this policy is due be reviewed in 2024