

Harting Primary School

Accessibility Policy

Owner: Premises Committee

Date Last Reviewed: August 2019

Date Next Review: August 2021

Document Location:

Website, staff ‘t’ drive and hardcopy in file and induction pack.

**Accessibility**

We are committed to equal educational opportunities and we aim to remove barriers wherever possible, improving the accessibility for pupils with physical, sensory, medical and learning disabilities through the following three strands.

1. **Increasing the participation of pupils with disabilities in the school curriculum**

We aim, through the school’s supportive ethos and its strong partnership with parents, to maximise the self-esteem of our pupils, helping them, in turn, to realise their academic potential. Close liaison is maintained with external agencies for the exchange of relevant pupil information and the discussion of ways in which pupils can best be enabled to access the curriculum. Members of staff have received relevant training, e.g. dyslexia identification, language screening, etc . We work hard to ensure that learners with disability participate fully and can attend after school clubs, school trips and residentials.

1. **Improving the physical environment of schools, to enhance the access of pupils with disabilities to education and associated services**

The school site is relatively flat and all access points to the school building and playgrounds have ramps or are level. There is disabled toilet provision at two points in the building. At our annual premises review, the conclusion was that there were no current accessibility issues. Key internal fire doors in the corridors have catches to allow ready access. These hold the doors open during the day, allowing easier access. When the fire alarm rings, they allow the doors to close.

The library area and the Roundhouse were designed, both with access in mind. The Early Years area development also considered accessibility for those with physical disabilities and visual impairment. There are therefore coloured zones to indicate changes of levels; spillage of water (around the mud kitchen); or movement eg bikes, etc

A designated disabled parking space has been designed and painted by children and the main entrance door was modified to be button-operated to improve access. We have also made the main key internal doors easier to open for children and disabled visitors.

Edges of kerbs and steps in the outside environment are clear or painted with yellow or white paint. Additional railings have been positioned at the top of slopes to avoid those who are visually impaired inadvertently slipping due to poor visibility of the edge.

1. **Improving the delivery to pupils with disabilities of written information provided to pupils who are not disabled**

Interactive whiteboards are installed in all five classroom spaces and teaching staff have received related training. One class has had an automated skylight blind fitted to maximise visibility of the whiteboards. Adaptations are made to class arrangements to enable those with visual impairment to access written information eg enlarged photocopying, table arrangements or use of computers. These are bespoke to match needs.