



Harting C of E Primary School

Accessibility Policy

Owner: Premises Committee

Date Last Reviewed: January 2018

Date Next Review: March 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.

*There is no discrimination in this harmonious community.
All pupils are equally well cared for and supported.
– Ofsted (April 2012)*

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 and interventions, communication difficulties and Asperger's Syndrome. We work hard to ensure that disabled learners can attend out-of-school clubs, school trips and residential.

2. 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 LEA conclusion was that there were no current accessibility issues. We have fitted key internal fire doors in the corridors with magnetic catches. 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 has just been refurbished and the Roundhouse has recently been constructed, both with disabled access in mind. A designated disabled parking space has been designed and painted by the children and last year the main entrance door was modified to be button-operated to improve access. We have also made the main internal doors easier to open for children and disabled visitors.

3. 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. Warren Class has had an automated skylight blind fitted to maximise visibility of the whiteboards. We have introduced summary strap lines in the newsletter to make it a more user-friendly document for children and parents with reading difficulties.