



Harting Primary School

Accessibility Policy and Plan

Owner: Resources Committee

Date Last Reviewed: February 2021

Date Next Review: February 2024

Document Location:

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

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with a disability can participate in the curriculum
- Improve, where possible/necessary, the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided
- Improve, where possible, the availability of accessible information to pupils with a disability

Participation in the curriculum

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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 receive relevant training to support the needs of pupils within the school. We work hard to ensure that learners with disability participate fully and can attend after school clubs, school trips and residential.

Improving the physical environment

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.

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 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.

Improve availability of accessible information for pupils with disability

Interactive whiteboards are installed in all five classrooms. 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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan eg liaison with advisory services (Sensory support, medical professionals, etc)

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as 'disabled' if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Improving participation in the curriculum			
Priority	Strategy/Action	Outcome/success criteria	Timeframe
Effective communication and engagement with parents of pupils with disabilities	Termly meetings with parents/carers Annual review meetings with SENCO	Parents/carers fully informed about progress and engaged with their child's learning	On-going
Training for staff on increasing access to curriculum for all pupils	Epipen training for key staff Intimate care policy Training/guidance from SALT, Social Communication Team, Learning and behaviour advisory teams, sensory support teams and other professionals, as appropriate CPD on-going, bespoke to needs of school community	Increased access to curriculum Needs of learners met Records of staff training	Epipen training annually – min. 10 members of staff Regular liaison/ visits with other professionals
Effective use of resources and specialised equipment to increase access to curriculum	Strategic deployment of support staff Purchase and allocation of resources as needed eg sloping boards, wobble cushions, pencil grips, etc Ensure specialist equipment eg hearing/ visual aids are checked/ seek advice as appropriate	Specific IT resources, as recommended/provided by agencies Other resources as required for individual pupils Positive impact on pupil progress/ barriers removed	On-going and updated as recommended
Adaptations to the curriculum to meet individual needs	Pastoral support, including ELSA, timetable adaptations Individual programmes eg OT, physio, SALT Specific touch-typing training eg Dance mat Access arrangements for assessment	Needs of learners met: barriers to learning removed and pupil progress good	In place and on-going

Improve educational experiences for visually impaired pupils	Consult sensory support team Use magnifiers, key boards, enlarge text, braille keyboards, etc as recommended	Teaching aid improve ability to access visual teaching/ record learning	In place – sensory support team available for these pupils
Improve educational experiences for hearing impaired pupils	Consider loop systems if recommended Use of pictorial representations eg visual timetables /resources Seek sensory support team advice	Auditory/visual support enables access to curriculum	Long-term: as needed
Improving physical environment			
Priority	Strategy/Action	Outcome/success criteria	Timeframe
Wheelchair accessible toilets	Two locations within school	Fully accessible	In place
Wheelchair accessible premises	Maintain wheelchair accessibility	School fully accessible for wheelchair users	In place
Wheelchair users safely move around school	Outside areas on one level with ramps, apart from sloping area at far end of grounds Edges of slopes demarcated clearly with additional railings	Wheelchair users can access outside play areas/ move around grounds safely	In place
Access into and around school to be fully compliant	Designated parking space Wide doors, with fire releases, and broad corridors Clear route through classrooms and school Library shelving at low heights	School fully accessible for wheelchair users	In place Classroom arrangements to be adapted as required Provide support for staff to access understairs/upstairs resource storage
Improvements to aid those with visual impairment	Maintenance of boundaries of flooring and hazards with yellow/white pain Trip hazards identified and addressed Guidance from sensory support team	Those with visual impairment able to safely move around school and grounds independently	In place and on-going maintenance

Improvements to aid those with hearing impairments	Install hearing loop if needed Fire alarm linked	Safety within school environment assured	Future plan, as needed
Maintain safe access to school and grounds	Awareness of suitable flooring, furniture and layout planned for pupils/staff with disabilities	Those with disabilities can move safely within and around school	In place and on-going
Improve delivery of written information			
Priority	Strategy/Action	Outcome/success criteria	Timeframe
Availability of written material in alternative forms	Fortnightly newsletter emailed to parents/ carer; on display and published on school website Translated documents, as appropriate	All parents informed and up-to-date	In place Translation as requested
Ensure documents are accessible for pupils with visual impairment	Seek and act on guidance from sensory support team eg paper/background colours, size of paper Use magnifier as appropriate Ensure large, clear fonts as needed	Pupils able to access all paper resources/ texts	In place, as appropriate

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Risk assessments
- Individual pupil plans
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Medicines policy