

The Heights Primary School Policy for Accessibility Plan

Version 1.4

Responsible officer: Headteacher
Responsible Committee: Premises and Finance Committee

Date of last review: October 2016
 Date of next review: October 2017



Governors, staff and parents were consulted and involved in the process of drawing up the Access Plan.

PHYSICAL ACCESS (2016-17)

Statement	Evidence	Action needed	
<p>The size and layout of areas allows access for all pupils including:</p> <p>Academic areas classrooms</p>	<p>Internal / external access to classrooms on ground floor good.</p> <p>Direct access to 3 classrooms and Hall from outside. Ramp built to facilitate access into main school entrance. All key community space (e.g. where assemblies, lunch and PE) held downstairs.</p>		
<p>Sporting areas e.g. gymnasium, outdoor sporting facilities</p>	<p>All pupils have access to the Hall which is used for PE and to playground areas and St Anne's field.</p>		
<p>Social facilities e.g. canteen, common rooms</p>	<p>There is full access to the Hall where food is served and eaten: pupils served on a staggered basis over the lunch hour.</p>		
<p>Play areas Playgrounds</p>	<p>All pupils have access to playground areas and St Anne's School Playing Fields with gate</p>	<p>More lunchtime servers and supervisors to be appointed to support</p>	

	put into boundary fence to enable direct access.	teaching and support staff (from September 2016).	
<p>Pupils/visitors who use wheelchairs can move around the ground floor of school without experiencing barriers to access such as those caused by doorways, steps and stairs.</p> <p>Toilet facilities have adequate room to accommodate a hoist and changing beds if needed.</p> <p>Showers are available and accessible.</p>	<p>See above issues.</p> <p>Wheelchair-bound visitors to school can access via outside ramp at main school entrance.</p> <p>There is 1 toilet for disabled with good access. There is a changing bed in this toilet.</p> <p>There are no showers in the building.</p>		
<p>Medical needs A quiet, private area where children or staff may rest or self-check/administer medication (e.g. diabetes)</p> <p>Needs of hayfever and asthma sufferers to be better met</p>	<p>Staffroom or Head's office available on ground floor and LRC on first floor for this. Medical bed (z-bed) has been purchased and is in the staffroom.</p> <p>Relevant policies written and reviewed Autumn 2016.</p> <p>Headlice Policy reviewed Autumn 2016.</p>	<p>Staff training in how to support pupils suffering from asthma and an asthma attack to be updated Autumn 2016.</p> <p>Parents to be informed/reminded of recommended Dove conditioner to treat nits/lice – November 2016.</p>	
<p>Pathways of travel around the school site and parking arrangements are safe logical and well signed.</p>	<p>Pathways new and fit for purpose.</p> <p>Ramp built to main school entrance.</p>	<p>Main pedestrian gate widened to 2m to facilitate access onto the school site. Further gate put in to facilitate access to covered stairs to first floor and</p>	

	<p>No parking day to day on site. Staff and parents to use St Anne's Church car park.</p> <p>All information re transport to school and parking clearly given to all parents in meetings and information booklets.</p> <p>Path to main School entrance from Westfield Park very safe and well away from main roads.</p>	<p>to ensure pupils are safeguarded when on the adventure playground.</p>	
<p>Emergency and evacuation systems inform and include all pupils and are accessible to ALL pupils, including pupils with SEN and disability. Risk assessments have been carried out. All pupils have been informed of alert systems. Alarms have visual and auditory components. Refuge areas are provided where needed.</p>	<p>Systems in place.</p> <p>Alarms are auditory. There are no visual components to the alarms.</p>	<p>PEEPs for pupils and staff to be written and reviewed regularly.</p> <p>Risk assessments to be reviewed annually.</p>	
<p>Non-visual guides are used to assist disabled people when using buildings e.g. lifts with tactile buttons.</p>	<p>No facility for this on school site.</p>		
<p>Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy.</p>	<p>Classrooms have been deliberately furnished and decorated to ensure they are 'quiet' sensory sensitive areas for pupils with autism.</p>	<p>Until Sept 16 as 1 'spare' classroom on ground floor and 1 upstairs used as 'break out' and 'quiet' rooms.</p>	
<p>All areas to which pupils have access are well lit.</p>	<p>Outside lighting around school</p>		

	pathways installed and reviewed (Sept and Nov 2015 and May 2016)		
Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's acoustics, noisy equipment, provision of a sound field system, timetabling to provide reasonable adjustments to room provision.		New mobile sound system to be purchased by the school for multipurpose use.	
Furniture and equipment are selected, adjusted and located appropriately: e.g. height adjustable tables available, low level sinks.	Low level sinks and interactive whiteboards fitted. Age and Height appropriate tables, chairs and furniture have been purchased.		
Entry to the main school building is secure	Partition wall built between main entrance and corridor to school providing a safe holding area for visitors. CCTV cameras fitted and in use on all access gates to school and main entrance. Gates inside main school gate kept locked throughout the school day. Maglock set and used when outdoor adventure area is in use at morning break and lunchtimes.		

	Buzzers put on delivery gate.		
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CURRICULUM ACCESS (2015-2016)

Statement	Evidence	Action needed	
<p>All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities.</p>	<p>All teachers received training in Autism Awareness and some staff trained in Dyscalculia and Dyslexia. Also in Epi-Pen, Behaviour, Hi Five and FFT Wave 3 interventions for individual staff.</p> <p>Some staff trained in use of dyslexia screening test.</p>	<p>Further First Aid training for staff held Summer 2016.</p> <p>Ongoing training for staff in September 2016 in Autism, Dyslexia, Behaviour and in medical needs and care for pupils in Reception, Y1 and Y2 with very specific and significant medical needs.</p> <p>Staff to be trained in use of NESSY spelling programmes, NUMICON and Reading for Understanding.</p> <p>Audit to be completed of all interventions to be used, all training completed and all training needed for staff by November 2016.</p>	
<p>Classrooms are optimally organised for disabled pupils.</p>	<p>All classrooms have been developed to have quiet areas that visually do not overwhelm pupils.</p> <p>All ground floor working and play areas are physically accessible, both inside and outside.</p>		
<p>Lessons provide opportunities for all pupils to achieve.</p>	<p>Medium term plans, Provision Maps and Interventions, lesson observations, spot checks.</p>	<p>Plans to be reviewed and further developed throughout the year.</p> <p>Overview of curriculum and plans available to parents on website.</p>	

Lessons are responsive to pupil diversity.	PSHE Big Books, SEAL programme, see long and medium term plans and SMSC plans. (SMSC Gridmaker)	Curriculum to be mapped to ensure all classes celebrate different festivals e.g. Diwali and Chinese New Year, with different activities (June 2016).	
Lessons involve work done by individuals, pairs, groups and the whole class.	Lesson observations, PSHE Big Books, book/work scrutinies.		
All pupils are encouraged to take part in music, drama and physical activities.	<p>Pupils to be given a range of opportunities to participate in music and physical activities.</p> <p>Creative Curriculum to offer lots of opportunities for role play.</p> <p>Two hours of 'formal' PE lessons for every pupil as per National requirements. Are many opportunities will be available for additional physical (extra-curricular and curricular) activities.</p>	<p>Composition of music and playing of percussion instruments being developed with use of Charanga and Berkshire Maestros.</p> <p>Year 3 receiving weekly Cello lessons as a whole class.</p> <p>School funding for the development of School's Choir led by a specialist from Berkshire Maestros. (October 2016).</p>	
All staff recognise, and allow for, the mental effort expended by some disabled pupils e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils.		<p>Dyslexia screening test to be used.</p> <p>NESSY spelling programme to be bought.</p> <p>Training of staff in use of multi-sensory NESSY programme and training on the multi-sensory approach to teaching phonics and spelling to be booked. In addition, staff to be trained in</p>	

		development and running of 'ideal' 20- and 30-min intervention programmes.	
All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.		Training to be received by all staff in Autism (Sept 2016), Dyscalculia and Dyslexia awareness, including Dyslexia screening. Interventions.	
Disabled pupils who cannot engage in some particular activities are given alternative experiences e.g. pupils who cannot participate in all forms of physical education. Teachers provide a variety of opportunities for pupils with SEN/EAL to provide outcomes in formats that are not always written.	School to be fully inclusive and activities and equipment differentiated when and where appropriate. Visual, verbal, auditory stimuli with support from TAs or teachers to be available to facilitate pupils' participation. Pupils outcomes to be evident in art, spoken form, physically and written material.		
Access to computer technology is appropriate for students with disabilities.	Yes. All pupils have access to interactive whiteboards, stand-alone PCs and iPads. Range of programmes accessible to pupils.	Staff to continue to receive training in use of interactive whiteboards, iPads, Apps and coding programmes from New Ways to Learn.	
School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment. Guidance is available on the Intranet.	Please refer to the School Development Plan and Education Brief.	School to develop opportunities for pupils to converse, communicate and meet with people and pupils in different towns, areas and countries.	

<p>All staff have high expectations and aspirations for all pupils.</p>	<p>See School Targets in SDP.</p> <p>Lesson observations, spot checks, Teacher Appraisal reviews, staff appraisals, staff pay policy.</p> <p>Structured conversations with parents.</p>		
<p>All staff seek to remove all barriers to Learning and participation.</p>	<p>Whole school committed to Achievement for All – see Challenge and Achievement for All Policy.</p>	<p>School strives to ensure there is a very small or no gap between progress and attainment of vulnerable and non-vulnerable groups of pupils (see SDP).</p>	
<p>Examination concessions such as the provision of extra time, rest time, or support from a communication support worker is recognised and in preparation for public examinations e.g. in mock examinations.</p>	<p>e.g. Phonics test</p>		

ACCESS TO INFORMATION (2014-2015)

Statement	Evidence	Action needed	
<p>The school liaises with LA support services to provide information in simple language, symbols, large print, on audiotape or in Braille and MOON for pupils and prospective pupils who may have difficulty with standard forms of printed information.</p>	<p>N y A</p> <p>Visual timetables, prompts and signs being developed.</p> <p>Will develop photos / pictures on show to pass on information to parents.</p>	<p>To continue to develop visual timetables, prompts and signs for pupils with ASC.</p> <p>No seriously visually impaired learners in school to date.</p>	
<p>The school endeavours to:</p> <ul style="list-style-type: none"> • present information in an accessible format e.g. use of OHP, power point projection and photocopied resources; • provide written reinforcement of the spoken word, a synopsis / subtitles when video material is used; • modify language where appropriate. 	<p>Calibri and Comic Sans font used predominantly.</p> <p>Information to parents / carers presented in a range of different ways: ParentMail (email and text), Heights Highlights newsletter, notices, voicemail, school website.</p>	<p>To continue to find ways of presenting information in accessible formats.</p>	
<p>The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud overhead projections and describing diagrams, making use of lip speakers /</p>	<p>Calibri and Comic Sans font used to ensure legibility.</p>		

interpreters / note-takers, use of soundfield system / induction loop when available.			
The school has, and uses, facilities such as ICT to produce written formats. The school knows how to access the Visual Impairment Support Service for Assistance with Braille.	See above		
Staff are familiar with technology and practices developed to assist people with disabilities.	Some staff are familiar with the use of different programmes, Numicon, NESSY spelling challenge, Lucid Rapid Screening test, Word Shark, Word Number.	Training to be given to all staff on Numicon, NESSY spelling challenge, Lucid Rapid Screening test, Word Shark, Word Number.	

Amendments:

<u>Version</u>	<u>Date</u>	<u>Updated/reviewed</u>
1.1	June 2014	First version finalised
1.2	September 2014	Updated once school was built. No further changes when reviewed at PF committee meeting.
1.3	January 2016	Update by HT
1.4	October 2016	Update by HT