

The Heights Primary School Policy for Accessibility Plan

Version 1.6

Responsible officer: Headteacher
Responsible Committee: Premises and Finance Committee

Date of last review: November 2018
Date of next review: November 2019



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

PHYSICAL ACCESS (2018-19)

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 of the Main Block and to 2 classrooms and Hall of New Block. Ramp built to facilitate access into Main Block and New Block entrances. 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 Halls which are used for PE and to playground areas. Pupils from Years 1-5 have access to the tarmac and fenced off area in the park outside the school boundary.</p>	
<p>Social facilities e.g. canteen, common rooms</p>	<p>There is full access to the Hall and Packed Lunch Room where food is served and eaten: pupils served on a staggered basis over the lunch time period (12 – 1.15pm).</p>	
<p>Play areas Playgrounds</p>	<p>All pupils have access to playground areas outside the school boundary on a daily basis at break and lunchtime. Pupils</p>	<p>More lunchtime servers and supervisors to be appointed to support teaching and support staff (from November 2018).</p>

	<p>in Years 1-5 have access to the tarmac and fenced off area in the park.</p>	
<p>Pupils/visitors who use wheelchairs can move around the ground floors 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 entrances to the Main and New Blocks.</p> <p>There are toilets for disabled with good access (one in each of the school buildings). There is a changing bed in the toilet in the Main Block.</p> <p>There are no showers in the building.</p>	
<p>Medical needs</p> <p>A quiet, private area where children or staff may rest or self-check/administer medication (e.g. diabetes).</p> <p>Needs of hayfever, asthma sufferers and pupils with other allergies to be better met.</p>	<p>Staffroom or Head's office available on ground floor. Medical bed (z-bed) has been purchased and is in the staffroom.</p> <p>Relevant policies in place.</p>	<p>Staff training in how to support pupils suffering from asthma or an allergic reaction to be updated Spring '19.</p> <p>Headlice Policy to be reviewed. Parents to be informed/reminded of recommended Dove conditioner to treat nits/lice.</p>
<p>Pathways of travel around the school site and parking arrangements are safe logical and well signed.</p>	<p>Pathways onsite and fit for purpose.</p> <p>Ramps built to entrances to Main and New Blocks.</p> <p>No parking day to day on site. 10 x Staff use St Anne's Church car park by agreement with the Church. Other staff use laybys on Gosbrook Road and parking spaces on local roads.</p> <p>All information re transport to school and parking clearly given to all parents in meetings and information booklets.</p>	<p>Additional double width gage made to facilitate access into school site.</p> <p>Has eased congestion at the beginning and end of each day.</p> <p>School to work with Reading Borough Council to request improvements to the path from Cromwell to Gosbrook Road.</p>

	<p>Improved signage re: one-way of Pedestrian 'traffic' on site in place.</p> <p>Path to main School entrances from Westfield Park very safe and well away from main roads.</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.</p> <p>Alarms have 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 written and reviewed regularly.</p> <p>Risk assessments to be reviewed annually.</p> <p>Fire Drills and Lock Downs practiced every 6 weeks.</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 furnished and decorated to ensure they are 'quiet' sensory sensitive areas for pupils with autism. Visual timetables in place in all classrooms.</p> <p>A 'Nurture' Room has been developed in the Main Block. Pupils have invitation to attend lunchtime Nurture Clubs.</p>	<p>There are two 'breakout'/intervention rooms in the New Block (from Sep'18).</p>
<p>All areas to which pupils have access are well lit.</p>	<p>Outside lighting around school buildings is good.</p>	
<p>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.</p>		<p>New mobile sound system to be purchased by the school for multipurpose use.</p>
<p>Furniture and equipment are selected, adjusted and located</p>	<p>Low level sinks and interactive whiteboards fitted.</p>	

<p>appropriately: e.g. height adjustable tables available, low level sinks.</p>	<p>Age and Height appropriate tables, chairs and furniture have been purchased. Wedges and cushions purchased and being used for individual pupils.</p>	
<p>Entry to the main school buildings is secure</p>	<p>Partition wall built between main entrance and corridor to school providing a safe holding area for visitors.</p> <p>CCTV cameras fitted and in use on all access gates to school blocks and main entrances.</p> <p>Gates inside main school gate kept locked throughout the school day.</p> <p>New gate onto the site kept locked throughout the day.</p> <p>Maglock set and used when outdoor adventure area is in use at morning break and lunchtimes and then from 5pm.</p> <p>Buzzers put on delivery gate, Energy Kids access gate and maglock gate.</p>	<p>.</p>

CURRICULUM ACCESS (2018-2019)

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 and TAs received training in Autism Awareness Oct '18 and some staff trained in Dyscalculia and Dyslexia. Also in Epi-Pen, Asthma, Behaviour.</p> <p>Paediatric First Aid training held for staff Summer '17 and Spring '18.</p> <p>Staff given training in use of NESSY spelling programmes, NUMICON and Reading for Understanding and Phonics.</p>	<p>Further First Aid training for new staff to be held Nov '18.</p> <p>Ongoing training for staff in Behaviour Support and medical needs and care for pupils in all classes with very specific and significant medical needs.</p> <p>Training for all staff held on children's anxieties and strategies to use to support them. Further training booked for Nov '18.</p> <p>All staff received Team Teach training Nov '17.</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>Nurture Room has been developed which supports all pupils including those with disabilities.</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 continue to be reviewed and further developed throughout the year.</p> <p>Overview of curriculum and plans available to parents on website.</p>
<p>Lessons are responsive to pupil diversity.</p>	<p>PSHE Big Books, JIGSAW programme, see long and medium term plans and SMSC plans and SMSC Gridmaker.</p> <p>Curriculum mapped to ensure all classes celebrate different festivals e.g. Diwali and Chinese New Year, with different activities.</p>	

Lessons involve work done by individuals, pairs, groups and the whole class.	Lesson observations, Drop-ins, book/work scrutinies, presentations.	
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 2 continuing to be taught to play the Violin.</p> <p>Year 3 continuing to receiving weekly Violin lessons as a whole class.</p> <p>School's Choirs to be continued to be led by a specialist from Berkshire Maestros.</p> <p>Swimming lessons to continue to be held for all pupils in Years 3&4 in spring terms 2019.</p> <p>Bike Aware and Bikeability courses to be run for Y4&5 pupils spring '19.</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 investigated.</p> <p>Training of staff in use of multi-sensory NESSY programme and training on the multi-sensory approach to teaching phonics and spelling. In addition, staff to be trained in development and running of 'ideal' 20- and 30-min intervention programmes.</p>	
All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	Training received by all staff in Autism Awareness Oct '18.	Further training to be received by all staff in Dyscalculia and Dyslexia awareness, including Dyslexia screening.

<p>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.</p> <p>Teachers provide a variety of opportunities for pupils with SEN/EAL to provide outcomes in formats that are not always written.</p>	<p>School fully inclusive and activities and equipment differentiated when and where appropriate.</p> <p>Visual, verbal, auditory stimuli with support from TAs or teachers to be available to facilitate pupils' participation.</p> <p>Pupils outcomes to be evident in art, spoken form, physically and written material.</p>	
<p>Access to computer technology is appropriate for students with disabilities.</p>	<p>Yes. All pupils have access to interactive whiteboards, stand-alone PCs and iPads. Range of programmes accessible to pupils.</p>	<p>Staff to continue to receive training in use of GSuite and google Classroom, interactive whiteboards, iPads, Apps and coding programmes from New Ways to Learn. Next SmartBoard training to be held on the Inset Day Nov '18.</p>
<p>School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment. Guidance is available on the Intranet.</p>	<p>Children in all classes access school visits to different places. All Year 4 pupils have access to a 2-day (1 night) residential.</p>	<p>School to further develop opportunities for pupils to converse, communicate and meet with people and pupils in different towns, areas and countries.</p> <p>A week-long coastal residential is booked for Year 6 in Oct 2019.</p>
<p>All staff have high expectations and aspirations for all pupils.</p>	<p>See aspirational School Targets in SDP.</p> <p>Lesson observations, spot checks, Teacher Appraisal reviews, staff appraisals, staff pay policy, Learning Ladders.</p> <p>Key Stage Action Plans.</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 PP Statement and Report on the website.</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 and KS1 SATS.</p>	

ACCESS TO INFORMATION (2018-2019)

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>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>Project Planners.</p> <p>Headteacher Meetings with Parent Class Reps.</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 / interpreters / note-takers, use of soundfield system / induction loop when available.</p>	<p>Calibri and Comic Sans font used to ensure legibility.</p>	
<p>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.</p>	<p>See above</p>	
<p>Staff are familiar with technology</p>	<p>Some staff are familiar with the</p>	<p>Training to be given to all staff on</p>

and practices developed to assist people with disabilities.	use of different programmes, Numicon and NESSY.	Numicon and NESSY.
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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
1.5	November 2017	Update by HT
1.6	October 2018	Update by HT