

The Heights Primary School Policy for Accessibility Plan

Version 1.7

Responsible officer: Headteacher
Responsible Committee: Premises and Finance Committee

Date of last review: September 2020
 Date of next review: September 2021



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

PHYSICAL ACCESS (2020-21)

Statement	Evidence	Action needed
<p>The size and layout of areas allows access for all pupils including:</p> <p>Academic areas classrooms</p> <p>Sporting areas e.g. gymnasium, outdoor sporting facilities</p> <p>Social facilities e.g. canteen, common rooms</p> <p>Play areas Playgrounds</p>	<p>Internal / external access to classrooms on ground floor good.</p> <p>Direct access to 2 classrooms, Nurture Room, Music Room and Hall from outside of the Main Block and to 3 classrooms 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>There is limited access to the Hall for PE. Pupils from Years 1-6 have access to the tarmac and fenced off area in the park outside the school boundary as well as Christchurch Meadows and the tennis courts for PE lessons.</p> <p>There is access to the Hall where hot food is served and eaten. Pupils are served on a staggered basis over the lunch time period (11.45am – 1.15pm). There is also access to the Nurture Room. KS2 pupils are eating their packed lunches outside on the newly developed gravel area.</p> <p>All pupils have access to playground areas outside the school boundary on a daily basis at</p>	<p>The school will review whether KS2 pupils will be able to eat hot meals in the Hall after KS1 after the October half-term.</p> <p>More lunchtime servers and supervisors to be appointed to support teaching and support staff.</p>

	break and lunchtime. Pupils in Years 1-6 have access to the tarmac and fenced off area in the park.	
<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 people with disabilities with good access (one in each of the school buildings). There is a changing bed in the Main Block.</p> <p>There are no showers in the school.</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, Nurture Room or Head's office available on ground floor.</p> <p>Medical bed (z-bed) is in the Nurture Room.</p> <p>Relevant policies in place.</p>	<p>Staff training in how to support pupils suffering from asthma or an allergic reaction is completed on an annual basis.</p> <p>Headlice Policy to be reviewed.</p> <p>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 in line with COVID Guidelines.</p> <p>Ramps built to entrances to Main and New Blocks.</p> <p>No parking is available on site. 10 x Staff use St Anne's Church car park by agreement with the Church. Other staff have parking permits for Zone O2R which covers Southview Avenue and other local streets.</p> <p>All information re transport to school and parking clearly given to all parents in meetings and information booklets.</p> <p>Improved signage re: one-way of Pedestrian 'traffic' on site in place.</p> <p>Path to main School entrances from Westfield Park safe and well away from main roads.</p>	<p>Additional double width gates were made to facilitate access into school site.</p> <p>Has eased congestion at the beginning and end of each day.</p> <p>School continues to work with Reading Borough Council to request improvements to the path from Cromwell to Gosbrook Road.</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 reviewed annually. Fire Drills practiced every 6 weeks and Lock Downs every long term.</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.</p>
<p>All areas to which pupils have access are well lit.</p>	<p>Outside lighting around school buildings has been improved in the last 12 months and 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 appropriately: e.g. height adjustable tables available, low level sinks.</p>	<p>Low level sinks and interactive whiteboards fitted.</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>An intercom system has been installed outside the school office to limit the number of times the</p>	

	<p>hatch window needs to be opened.</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>Maglocks 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, Koosa Kids access gate and maglock gate.</p>	
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CURRICULUM ACCESS (2020-2021)

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 refresher training on our Therapeutic Approach to Behaviour. Our SENCO co-ordinates specific training for staff on Autism, Dyslexia and ADHD, including online courses with EduCare.</p> <p>Paediatric First Aid training held for staff Autumn 2019.</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 2020.</p> <p>Training for all staff held on children’s anxieties and strategies to use to support them.</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>A 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>	<p>School to explicitly teach about diversity, using resources linked to Black Lives Matter Movement.</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 are 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>Year 6 completed Level 3 Bikeability, Summer 2020.</p>	<p>Composition of music and playing of percussion instruments being developed with use of Charanga and Berkshire Maestros.</p> <p>Year 3 continuing to receiving weekly Violin lessons in two classes from Jan 2020 with Berkshire Maestros.</p> <p>Year 6 continuing to receive weekly Guitar lessons in two classes from Sep 2020 with Berkshire Maestros.</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 2020.</p> <p>Bike Aware and Bikeability courses to be run for Y4,5 & 6 pupils Spring and Summer 2021.</p>
All staff recognise, and allow for, the mental effort expended by some pupils with disabilities and additional needs e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils.	Dyslexia screening test to be investigated.	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.
All staff recognise and allow for the additional time required by some pupils with additional needs to use equipment in practical work.	Ongoing training for all staff in Autism Awareness.	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, Chromebooks and iPads. Range of programmes accessible to pupils.</p> <p>Staff more confidently using Google Classroom.</p>	<p>Staff to continue to receive training in Apps and coding programmes led by school ICT Lead.</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 and Year 6 to a 5-day (4 night residential).</p>	<p>As a result of COVID, Year 4 trip to Longridge won't be a Residential but pupils will now participate in 2 days of outdoor adventure activities.</p> <p>Year 6 Residential to Skern Lodge has been rescheduled to the end of July 2021.</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</p>

		groups of pupils. See PP Statement and Report on the website.
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.		

ACCESS TO INFORMATION (2020-21)

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>Staff more confident with the</p>	<p>Further training to be given to</p>

and practices developed to assist people with disabilities.	use of different programmes, eg, Numicon, Nessy and Google Classroom.	staff.
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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
1.7	September 2020	Update by HT