

The Heights Primary School Policy for Accessibility Plan

Version 1.8

Responsible officer: Headteacher
Responsible Committee: Premises and Finance Committee

Date of last review: September 2021
 Date of next review: September 2022



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

PHYSICAL ACCESS (2021-22)

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>There is full access to all classrooms on both floors. There is a lift to facilitate this.</p> <p>There is full access to all the indoor and outdoor sporting facilities and areas, including the Main Hall, Activity Studio and MUGA, the artificial turf areas on the school site and pitches on the playing fields via a ramp.</p> <p>There is full access to the Hall where hot food is cooked, served and eaten. Pupils are served on a staggered basis over the lunch time period (11.45am – 1.00pm).</p> <p>All pupils have access to playground areas inside the school boundary on a daily basis at break and lunchtime.</p>	
<p>Pupils/visitors who use wheelchairs can move around both floors of the school & the whole site without experiencing barriers to access .</p> <p>Toilet facilities have adequate room to accommodate a hoist and changing</p>	<p>There is wheelchair access to the whole site. There is a lift to facilitate movement to and around both floors and a ramp to the MUGA.</p> <p>There are accessible toilets on both floors of the school.</p>	

<p>beds if needed. Showers are available and accessible.</p>	<p>There is a shower on the first floor of the school accessible by the stairs and lift.</p>	
<p>Medical needs A quiet, private area where children or staff may rest or self-check/administer medication (e.g. diabetes). Needs of hayfever, asthma sufferers and pupils with other allergies to be better met.</p>	<p>Staff and pupils have rooms where they can rest in private, including the Staffroom on the first floor, or Activity Studio on the ground floor. Also the group rooms on the first floor. There is also a Medical bed (z-bed) . 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. 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 to the site are safe and well signed. There is a ramp to the southern entrance to the main site. There is a staff car park on site. There is some car parking available for parents who may not be able to walk to school with their children – for short periods of time at drop off and/or pick up. All information re transport to school and parking clearly given to all parents in meetings and information booklets. Pavements to and on the access road to the main school entrances are clearly marked with zebra crossing points</p>	<p>School continues to work with RBC to request consideration of speed restrictions on Upper Woodcote Road. School to request consideration of railings being put up on the pavement at the end of the access road where the pavement meets the pavement on Woodcote Rd. This is to help prevent a child/adult scooting or cycling straight out into the busy 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</p>	<p>Systems in place. Alarms are auditory. There are no visual components to the alarms.</p>	<p>PEEPs for pupils and staff written and reviewed regularly. Risk assessments reviewed annually. Fire Drills practiced every 6 weeks and Shelter Practices every long term.</p>

systems. Alarms have auditory components. Refuge areas are provided where needed.	There are Refuge areas at the top of Stairwells 1 and 2.	
Non-visual guides are used to assist disabled people when using buildings e.g. lifts with tactile buttons.	The lift does not have a tactile button. There is only one button to take the lift to the first floor and down again.	
Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy.	Classrooms have been furnished and decorated to ensure they are 'quiet' sensory sensitive areas for all pupils including autistic pupils. Visual timetables in place in all classrooms. There is a small 'Nurture' Room that all pupils have access to. There are two small group intervention rooms and Library on the first floor, as well as the Main Hall and Activity Studio	
All areas to which pupils have access are well lit.	The school buildings and all lighting, inside and outside are new and fit for purpose.	
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.	In the new building, there are acoustic panels and carpets to reduce noise. There are also small group rooms available for pupils to work in.	
Furniture and equipment are selected, adjusted and located appropriately: e.g. height adjustable tables available, low level sinks.	Appropriate height tables and chairs are in all classrooms & smartboards fitted to be interactive. Wedges and cushions purchased and being used for individual pupils.	
Entry to the main school buildings is secure	Entry to main building is secure with the use of Maglocks on gates and fobs to let staff into certain doors from the outside. CCTV cameras fitted and in use on all access gates to school building and main entrances. Gates inside main school gate kept locked throughout the school day. Maglocks set and used	

	Buzzers put on delivery gate, Koosa Kids access gate and maglock gate.	
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CURRICULUM ACCESS (2021-2022)

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 at the start of the new Academic Year, September 2021</p> <p>Training on Cognitive Behaviour Therapy held for all staff and led by Dr Claire Lewis – Ed Psych – September 2021.</p> <p>1 Day Speech and Language training held for all teachers and TAs on September 2nd 2021 – led by two SALTs</p> <p>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 2021.</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 Summer/Nov 2022.</p> <p>ELSA Training for all staff to be held in November 2021 and led by the school's allocated Ed Psych.</p> <p>Updated training in use of NESSY spelling programmes, NUMICON and Phonics, to be held for staff in Spring 2022</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>The Main Hall and Activity Studio are also used for Sensory Circuits.</p>
<p>Lessons provide opportunities for all pupils to achieve.</p>	<p>Medium term plans, Provision Maps and Interventions, lesson observations, drop ins by SENCo & SLT.</p>	<p>Plans continue to be reviewed and further developed throughout the year.</p> <p>Overview of curriculum and plans</p>

		sent to all parents at the beginning of each long term and are on website. Weekly Parent Planners are sent to all parents.
Lessons are responsive to pupil diversity.	<p>PSHE Big Books, JIGSAW programme, see long and medium term plans and SMSC Gridmaker.</p> <p>Curriculum mapped to ensure all classes celebrate different festivals e.g. Diwali, Eid and Chinese New Year, with different activities.</p>	School to continue to explicitly teach about diversity, using a range of resources including those linked to Black Lives Matter Movement. (see Black History Month powerpoint of pupils' work sent to parents at the end of October 2021.
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>Year 3 receive weekly Ukulele lessons in both classes from Sept 2021 with Berkshire Maestros.</p> <p>Year 6 continue to receive weekly Guitar lessons in two classes from Sep 2021 with Berkshire Maestros.</p> <p>Bike Aware and Bikeability courses run for Yr 5 & 6 pupils Spring and Summer 2021.</p> <p>Two hours of 'formal' PE lessons for every pupil as per National requirements. Are many opportunities will be available</p>	<p>Composition of music and playing of percussion instruments being developed with use of Charanga and Berkshire Maestros.</p> <p>School's KS1 and KS2 Choirs to be continued when there are fewer cases of Covid in the school.</p> <p>The Ukulele and Guitar lessons will run throughout the whole of the Academic Year.</p> <p>Bike Aware and Bikeability courses to continue to be run for Y4,5 & 6 pupils Spring and Summer 2022.</p>

	for additional physical (extra-curricular and curricular) activities.	
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.
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 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 smartboards, stand-alone PCs, Chromebooks and iPads. Range of programmes accessible to pupils. Staff much more confidently using Google Classroom. ICT Lead ran two sessions for TAs and Teachers on the use of the new smartboards September 2021.	Staff to continue to receive training in Apps and coding programmes led by school ICT Lead.

<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 flood damage to the accommodation block, Year 4 trip to Longridge wasn't a Residential but pupils still participated in 2 days of outdoor adventure activities.</p> <p>Year 6 Residentials to Skern Lodge were able to be held in July and October 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.</p> <p>There is a named Link Governor for Challenge & Achievement for All (Policy & minutes of Governors' meetings)</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 and FFT analysis.</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>In place. Pupils with identified needs are able to complete their assessments in separate rooms, either 1:1, or in a small group. Rest breaks are available, as is support from a TA/Teacher in the form of a scribe or reader.</p>	<p>For this to continue to be in place for the Assessments in the Summer of 2022.</p>

ACCESS TO INFORMATION (2021-22)

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>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. Weekly Parent Planners are written in Comic Sans.</p>	<p>To continue to find ways of presenting information in accessible formats.</p> <p>Project Planners.</p> <p>Head and Deputy Headteacher Meetings with Parent Class Reps every 6 weeks.</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
1.8	September 2021	Update by HT