

The Heights Primary School Policy for Accessibility Plan

Version 2

Responsible officer: Headteacher
Responsible Committee: Premises and Finance Committee

Date of last review: September 2023
 Date of next review: September 2024



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

PHYSICAL ACCESS (2023-24)

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 – 1.10pm).</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>	

beds if needed. Showers are available and accessible.	There is a shower on the first floor of the school accessible by the stairs and lift.	
<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>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 two group rooms on the first floor, the LRC and the Nurture room. There is also a Medical bed (z-bed) .</p> <p>Relevant policies in place.</p>	Staff training in how to support pupils suffering from asthma or an allergic reaction is completed on an annual basis.
Pathways of travel around the school site and parking arrangements are safe logical and well signed.	<p>Pathways to the site are safe and well signed.</p> <p>There is a ramp to the southern entrance to the main site.</p> <p>There is a staff car park on site.</p> <p>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.</p> <p>All information re transport to school and parking clearly given to all parents in meetings and information booklets.</p> <p>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.</p> <p>School is also working with them to have an extension of the pavement on the left hand side of the access road, to match the right hand side of the road.</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>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. Pupil Profiles (PuPs now also in place).</p> <p>Risk assessments reviewed annually. Fire Drills practiced every 6 weeks and Shelter Practices twice a year.</p>

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	Classrooms, including their displays – to be simplified to reduce cognitive overload
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.	Some pupils use ear defenders in class to help them filter certain noises.
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 (2023-2024)

Statement	Evidence	Action needed
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities.	<p>All teachers and TAs receive refresher training on our Therapeutic Approach to Behaviour at the start of the each new Academic Year.</p> <p>Teaching staff have been developing their pedagogical understanding with the support of the Tom Sherrington programme and resources.</p> <p>SENCOs AM & TvS completed 3 day ELSA training in the Summer 2022</p> <p>Our SENCOs co-ordinate specific training for staff on Autism, Dyslexia and ADHD, including online courses with NCSL</p> <p>Updated training in Phonics, held for all TAs and teaching staff in September 2022.</p> <p>Paediatric First Aid training held for staff November 2022.</p> <p>Staff given training in use of NESSY spelling programmes, NUMICON and Reading for Understanding and Phonics.</p>	<p>For Teaching staff to continue to develop their pedagogical understanding with the support of the Tom Sherrington resources.</p> <p>For SENCO 'replacing' AM after Oct half term to complete ELSA training</p> <p>Further training in phonics to be held Autumn 2023 Further First Aid training for staff to be held Autumn 2023.</p>
Classrooms are optimally organised for disabled pupils.	<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>Our Nurture Room supports all pupils including those with disabilities.</p> <p>The Main Hall and Activity Studio are also used for Sensory Circuits.</p> <p>Classrooms to be 'simplified' to reduce cognitive overload.</p>

Lessons provide opportunities for all pupils to achieve.	Medium term plans, Provision Maps and Interventions, lesson observations, drop ins by SENCo & SLT.	Plans continue to be reviewed and further developed throughout the year. Overview of curriculum and plans 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.	PSHE Big Books, JIGSAW programme, see long and medium term plans. Curriculum mapped to ensure all classes learn about and celebrate different festivals e.g. Diwali, Eid and Chinese New Year, with different activities.	School to continue to explicitly teach about diversity, using a range of resources including those linked to Black Lives Matter Movement. EC (Staff diversity lead) completed training on leading diversity in schools.
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.	Pupils are given a range of opportunities to participate in music and physical activities. Creative Curriculum to offer lots of opportunities for role play. Year 3 receive weekly Ukulele lessons in both classes with Berkshire Maestros. Year 6 continue to receive weekly Guitar lessons in two classes with Berkshire Maestros. Bike Aware and Bikeability courses ran for Yr 4, 5 & 6 pupils Spring and Summer 2023. Two hours of 'formal' PE lessons for every pupil as per National	Composition of music and playing of percussion instruments being developed with use of Charanga and Berkshire Maestros. School's KS2 Choir very popular & led by FS Lead SB The Ukulele and Guitar lessons will continue to run throughout the whole of the Academic Year for pupils in Yrs 3 and 6. Bike Aware and Bikeability courses to continue to be run for Y4,5 & 6 pupils Spring and Summer 2024. For the school to continue to offer a wide range of extra-

	<p>requirements. Are many opportunities will be available for additional physical (extra-curricular and curricular) activities.</p> <p>Extra-curricular clubs (before & after school) - Musical Theatre, Rabble Theatre & Street Dance available to pupils.</p> <p>Yr 6 pupils organise and perform a Musical Production at the end of each academic year.</p> <p>All pupils participate in Xmas performances.</p> <p>Reception pupils perform traditional stories to parents and the rest of the school, 4 times a year.</p>	<p>curricular clubs for pupils to participate in.</p> <p>For the school to develop even more opportunities for the children to develop their oracy (literacy skills) and 'perform' to different audiences for different purposes, including Inter school debating competitions (see SDP)</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.	Staff to have training in Dyscalculia and Dyslexia awareness, including Dyslexia screening.
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.	Training from Jenna Redmond in supporting children with Autism to be led for all staff.
<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>	

	Pupils outcomes to be evident in art, spoken form, physically and written material.	
Access to computer technology is appropriate for students with disabilities.	<p>Yes. All pupils have access to interactive smartboards, stand-alone PCs, Chromebooks and iPads. Range of programmes accessible to pupils.</p> <p>Staff much 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>ICT Lead to run sessions for new TAs and Teachers on the use of the smartboards.</p>
School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment. Guidance is available on the Intranet.	<p>Children in all classes access school visits to different places. All Year 4 pupils have access to a 2-day outdoor ed experience and Year 6 to a 5-day (4 night residential in North Devon).</p>	<p>Year 4 pupils participate in 2 days of outdoor adventure activities in Sept of each year.</p> <p>Residential to Skern Lodge for all Yr 6 pupils is held at the beginning of each October.</p>
All staff have high expectations and aspirations for all pupils.	<p>See aspirational School Targets in SDP.</p> <p>Lesson observations, spot checks, tracking/assessments sheets & data, Teacher Appraisal reviews, staff appraisals, staff pay policy,</p> <p>Key Stage Action Plans.</p> <p>Structured conversations with parents & Pupil Profiles (PuPs)</p>	
All staff seek to remove all barriers to Learning and participation.	<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 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>
Examination concessions such as the provision of extra time, rest time, or	In place. Pupils with identified needs are able to complete	For this to continue to be in place for the Assessments in the Summer of 2024.

support from a communication support worker is recognised and in preparation for public examinations e.g. in mock examinations.	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.	
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ACCESS TO INFORMATION (2023-24)

Statement	Evidence	Action needed
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.	Visual timetables, prompts and signs being developed.	To continue to develop visual timetables, prompts and signs for pupils with ASC.
<p>The school endeavours to:</p> <ul style="list-style-type: none"> present information in an accessible format e.g. use of Smartboards, power point projections 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>Parents invited to coffee mornings which are organised by the SENCOs with visitors invited to speak about different things eg supporting children with autism</p>	<p>To continue to find ways of presenting information in accessible formats.</p> <p>Parent planners.</p> <p>Head and Deputy Headteacher Meetings with Parent Class Reps every 6 weeks.</p> <p>Parent coffee mornings to continue to be organised with guest 'speakers'</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, information on smartboard screens and describing diagrams, making use of lip speakers / interpreters / note-takers, use of soundfield system / induction loop when available.	Calibri and Comic Sans font used to ensure legibility.	Face to face information sessions held for parents on the school's PSHE & RSE programme, Online safety, the school's strategic aims and plans for the future.
The school has, and uses, facilities such as ICT to produce written formats. The school knows how to access the Visual Impairment	See above	

Support Service for Assistance with Braille.		
Staff are familiar with technology and practices developed to assist people with disabilities.	Staff more confident with the use of different programmes, eg, Numicon, Nessy and Google Classroom.	Further training to be given to new members of staff.

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
1.9	September 2022	Update by HT
2	September 2023	Update by HT