

The Heights Primary School Accessibility Plan

Completed by: Headteacher

Date of last review: September 2024

Date of next review: September 2025



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

Plan. PHYSICAL ACCESS

Statement	Evidence	Action needed
<p>The size and layout of areas allows access for all pupils including:</p> <p>Academic areas e.g classrooms</p> <p>Sporting areas e.g. gymnasium, outdoor sporting facilities</p> <p>Social facilities e.g. canteen,</p> <p>Play areas e.g 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>Ensure those who require lift access have appropriate access to the lift key</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 beds if needed.</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>If required and deemed appropriate explore installing a hoist.</p>

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>Staff and pupils have rooms where they can rest in private, including the Staff room 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>Staff training in how to support pupils suffering from asthma or an allergic reaction is completed on an annual basis.</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.</p> <p>School travel plan is published on the school website.</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 regarding transport to school and parking is 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>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.</p>	<p>Systems in place.</p> <p>Alarms are auditory. There are no visual components to the alarms.</p>	

Alarms have auditory components. Refuge areas are provided where needed.	There are Refuge areas at the top of Stairwells 1 and 2. Risk assessments reviewed annually. Fire Drills practiced once every half term.	
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 the majority of 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	Ensure that the use of visual timetables is consistent in all classrooms.
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.	There are acoustic panels and carpets fitted in each classroom 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. Wedges and cushions purchased and being used for individual pupils.	

Entry to the main school buildings is secure	<p>Entry to the main building is secure with the use of Maglocks on gates and fobs to let staff into certain doors from the outside.</p> <p>CCTV cameras fitted and in use on all access gates to the school building and main entrances. Gates inside the main school gate kept locked throughout the school day.</p> <p>Buzzers are installed on the delivery gate, Koosa Kids access gate and maglock gate.</p>	.
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CURRICULUM ACCESS

Statement	Evidence	Action needed
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities.	<p>Staff are aware of their roles and responsibilities within the Teacher's Framework, their job description and SEN Code of Practice.</p> <p>ECHPs, PUPs and any relevant documentation in relation to pupil's needs is accessible.</p> <p>Two trained ELSA adults.</p> <p>Specific refresher training for staff on Autism, Dyslexia and ADHD as required</p> <p>Annual BPET Learning Review and SEND reviews to ensure provision is appropriate and in line with the school's vision.</p> <p>Annual Paediatric First Aid training for staff.</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. The Main Hall and Activity Studio are also used for Sensory Circuits.</p>	

Lessons provide opportunities for all pupils to achieve.	<p>Leaders have high expectations of all pupils.</p> <p>Lessons are adapted to ensure that they cater for the needs of the pupils. Interventions are well planned and provide appropriate access to the curriculum.</p>	
Lessons are responsive to pupil diversity.	<p>The Curriculum is carefully mapped to ensure all classes learn about and celebrate different festivals e.g Diwali, Eid and Chinese New Year, with different activities.</p> <p>Named staff diversity lead completed training on leading diversity in schools.</p>	
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 in line with the school's vision.</p> <p>Year 3 receive weekly Ukulele lessons in both classes with Berkshire Maestros. Year 6 continue to receive weekly Guitar lessons with Berkshire Maestros.</p> <p>Two hours of 'formal' PE lessons for every pupil as per National requirements. There are many opportunities 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. All pupils participate in Xmas performances.</p>	

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 and processing speed.	
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.	School fully inclusive and activities and equipment differentiated when and where appropriate. Visual, verbal, auditory stimuli with support from TAs.	
Access to computer technology is appropriate for students with disabilities.	All pupils have access to a wide range of technology and programmes to support access.	
School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment.	All pupils have fair access to a wide range of educational trips and visits and are not discriminated against due to a disability. Where possible, trips and activities are adapted to meet the individual needs of a pupil.	
Exam concessions such as the provision of extra time, rest time, or support from a reader is provided.	Appropriate concessions are put 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.	

ACCESS TO INFORMATION

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.	Information provided as required.	Remain responsive and reactive to the needs of pupils and key stakeholders.

<p>The school endeavours to:</p> <ul style="list-style-type: none"> · present information in an accessible format · provide written reinforcement of the spoken word, a synopsis / subtitles when video material is used; · modify language where appropriate. 	<p>Consistent font used across the school for written communication.</p> <p>Range of communication: written and visual. More photographs and less text in the weekly newsletter to support access.</p> <p>Launch of school Instagram to share information in an accessible way.</p> <p>Streamline of systems to reduce written communication overload - ParentMail now absorbed into Abor (MIS).</p>	
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