



## **Coteford Infant School Accessibility Plan**

***3-year period covered by the plan: September 2017 - September 2020***

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### **Starting points**

#### **1A: The purpose and direction of the school's plan: vision and values**

At Coteford Infant School the vision and ethos of inclusion is communicated by everyone in school. The school mission statement - "Everyone is special, every day is important and together we can do anything" is a reality. All staff sign up to this vision when employed at the school. The leadership team ensures that an inclusive culture underpins the vision. We believe that:

- Disabled members of the school community will be free from discrimination and harassment related to a disability.
- There will be equality of opportunity between disabled people and other people.
- Positive attitudes towards disabled pupils, parents and staff will be promoted.

- Disabled people will be encouraged to participate in all areas of school life.
- The needs of disabled people will be met, and where necessary steps will be taken to give more favourable treatment.
- The school is committed to the Every Child Matters Agenda.

**1B: Information from pupil data and school audit**

Coteford Infant School has a Special Resource Provision (SRP) for up to 10 physically disabled pupils.

Current school data -September 2017:

- there are 7 pupils within the SRP
- there are 238 pupils on roll in the Infant School and 53 pupils on roll in the Nursery
- 15% Infant School pupils are on the SEN register
- 4% pupils have Statements/Education Health Care Plans
- 56% of pupils are White British
- 44% pupils are from ethnic groups other than white British
- 24% pupils have English as an Additional Language
- 26 languages are spoken -Romanian is the highest group, with 6 children speaking it.
- 17% infant school pupils are eligible for pupil premium grant

**The main priorities in the school's plan**

**2A: Improving further the extent to which disabled pupils can participate in the school curriculum (this is already a strength)**

Target	Current situation	Future Actions	Responsibility	Timescale
Identification	Pupils are identified as having a special educational need: <ul style="list-style-type: none"> <li>• by teacher identification, confirmed through assessments, discussion with parents and other professionals</li> <li>• attainment data</li> <li>• medical/health information</li> </ul>	Monitor progress of all pupils and ensure relevant staff are informed of additional information received by school from outside agencies and families	Inclusion Manager	Ongoing

Differentiation	<p>Planning for all subjects is differentiated to meet the needs of all pupils, both higher and lower ability.</p> <p>Learning support staff are deployed effectively to meet the needs of all learners.</p> <p>The EP can also provide advice about how to support the pupils with greater learning difficulties.</p>	<p>Planning will indicate how learning support staff will be meeting the needs of learners.</p>	<p>Class Teachers Key stage Leaders Inclusion Manager SMT</p>	<p>September 2017-onwards</p>
Staff Training	<p>Where appropriate training is organised for all staff who are working with a child with a particular medical need.</p> <p>Inclusion is an integral part of Staff INSET</p> <p>There is an ongoing training programme for LSAs delivered in school once a fortnight</p> <p>LSAs are supported by the school Speech and Language therapist to deliver SALT programmes</p> <p>All learning support staff have annual manual handling training</p>	<p>Continue to deliver an ongoing programme of training for LSAs</p>	<p>Inclusion Manager</p>	<p>2017/18 2018/19</p>
Interventions	<p>Intervention programmes are available to support children with additional needs.</p>	<p>In consultation with class teachers establish an intervention timetable which offers the appropriate groups to meet the current need of pupils.</p>	<p>Inclusion Manager</p>	<p>Termly</p>
Access to resources	<p>All resources are accessible to all staff.</p> <p>Resources available to all pupils are suitably labelled.</p>	<p>Specialist resources are available when a need is identified</p>	<p>Inclusion Manager</p>	<p>Ongoing</p>
Visual impairment strategies	<p>Materials are enlarged as necessary or printed in different colours or onto coloured paper.</p> <p>The coloured background on the interactive whiteboard displays is adapted as necessary for the class.</p> <p>Small whiteboards can also be used.</p> <p>Seating position is carefully considered (nearness)</p> <p>Advice is sought from the advisory teacher for</p>		<p>Inclusion Manager</p>	

	<p>visual impairments.  Modified SATs papers are ordered.  Computer access is provided to some VI pupils with accessible features in place.  SchoolScreener EZ Programme (Vision Screening check) is available for use.</p>			
<p>Autistic Spectrum Disorder strategies</p>	<p>Visual timetables and work stations used  Advanced warning of changes.  Use of social stories.  Staff trained to use sign a long.  Inclusion manager trained to use PECs.  Writing with symbols is used to support learning.  Clear instructions, tray system, buddy system.  Learning Support Assistant support if needed.  Advice sought from the speech and language therapist if needed.  Signpost parents to Early Bird courses at the Children's Centre.  LSAs have attended training provide by the SALT in the writing of social stories.  There is a sensory tent in the physiotherapy room.</p>	<p>The school will participate in the Inclusion Commitment programme which is being offered by the borough. This will enable all staff to access professional development opportunities to further develop their knowledge of what constitutes good practice when working with children on the autistic spectrum.</p>	<p>Headteacher  Inclusion Manger</p>	<p>Academic year 2017/18</p>
<p>Asthma</p>	<p>Staff aware and trained annually. Inhalers kept in class with reserve in welfare room. Welfare assistant checks they are kept up to date and monitors register with school nurse.  Inhalers taken out for PE and on trips.  A Universal Inhaler is available for use in school.</p>	<p>Annual Asthma Training</p>	<p>Inclusion Manager  Welfare Assistant</p>	<p>May 2018/19</p>
<p>Attention deficit hyperactivity disorders strategies</p>	<p>Medication given if prescribed.  Behaviour monitoring.  Support in class if needed.  Small items allowed for 'fiddling'.</p>	<p>Training for staff to develop knowledge of ADHD</p>	<p>Inclusion Manager  Class teachers</p>	<p>Academic Year 2018/19</p>

Epilepsy	Staff aware and trained annually.	Arrange training as necessary with school nurse when children are given new epilepsy care plans	Inclusion Manager	Ongoing
Allergies	Staff aware and trained annually in the use of EpiPen. System in place for contacting ambulance service. Photos displayed in staff room and kitchen area of those who may have severe reactions. Teachers aware of allergies in class.	Arrange annual training with school nurse	Inclusion Manager	May 2018/19
Personal Care Needs	Staff are trained as necessary. There are 4 sluice/changing rooms in school. Adjustable height changing bed in sluice room. Hoist also available. Spare clothing, nappies, wipes etc kept in sluice room. Shower available. Risk assessments completed.	Review the facilities available in the sluice rooms and identify where improvements could be made with costings.	Inclusion Manager	2018/19
Other medical needs	Prescribed medication will be given if parental consent form has been signed and a record of administered medication will be recorded in book. Fridge available to store medication or locked cabinet. Currently 2 staff have first aid at work qualifications Currently 14 staff paediatric first aid System in place for dealing with 'sick' children. Some staff have been trained in caring for children with Gastronomy tubes, catheters and oxygen cylinders.	Specialist training from school nurse to support children with specific needs  Plan to have all support staff Paediatric First Aid trained	Inclusion Manager  Admin Manager (supporting)	Ongoing  2018
Mobility strategies	Independence is encouraged. The whole site is wheelchair accessible Wheelchairs and walking aids are supported with training.	Have evacuation buggies secured to walls near fire exits rather than within the cloakroom	Inclusion Manager	2018/19

	<p>All school trips are only booked to wheelchair accessible venues.</p> <p>Corridors kept clear of obstructions.</p> <p>Internal corridor fire doors remain open.</p> <p>Buggies available for evacuation in every room.</p> <p>Liaison with physiotherapists and occupational therapists as required.</p>			
Social & Emotional Strategies	<p>Interventions such as <i>Seasons for Growth</i>, individual behaviour plans, social skills group and play therapy are available.</p> <p>Inclusion manager is trained in delivering the FRIENDS programme.</p> <p>All staff have had attachment training.</p>	<p>Include parent workshops as an addition to the FRIENDS programme</p> <p>Develop a whole school approach to developing children's resilience</p>	<p>Inclusion Manager</p> <p>All staff</p>	<p>October 2017</p> <p>January 2018</p>
Language and communication strategies	<p>Talking partners group, Writing with symbols, use of sign along.</p> <p>LSAs follow Speech therapists programme.</p> <p>Children using Alternative and Augmentative Communication Devices</p> <p>Two staff have had Attention Hillingdon Training</p>	<p>Develop staff's knowledge of Makaton signing through a staff training programme</p>	<p>Inclusion Manager</p>	<p>January 2018 onwards</p>
ICT	<p>Interactive whiteboards in all classrooms.</p> <p>Four additional computers in all KS1 classrooms as well as laptops and tablets available.</p> <p>Class pages on DB provide access to the curriculum to pupils out of school,</p> <p>DB parents page for Inclusion</p>		<p>ICT coordinator</p> <p>Inclusion Manager</p>	
Role models	<p>A regular helper from <i>Grooms Close</i> (in a wheelchair) supports in school by listening to readers and helping in class.</p> <p>An ex-pupil from the specialist resourced provision is working as a support assistant in the school</p> <p>An ex-pupil was a Para-Olympian, visited the school</p> <p>Another para-Olympian came and talked about her running career</p> <p>A blind pianist performed in a school assembly</p>	<p>Further opportunities for children to see adults with disabilities as role models</p>	<p>Inclusion Manager</p>	<p>Ongoing</p>

	An ex-pupil with ASD has been supporting an extra-curricular computer club			
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**2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

Target	Current situation	Future Actions	Responsibility	Timescale
Physical disabilities	The school is all on one level with ramp access to outdoor classrooms. Disabled toilets are provided in all toilet blocks. There is an adult disabled toilet facility in the main building. Fire exits from every classroom and corridor are level with the exterior pathways. All playground equipment accessible to all children. Playground equipment checked for insurance - remedial actions always followed	Regular health and safety checks will continue to take place All staff will continue to be vigilant and report any defects in buildings or equipment	Governing Body All Staff	Ongoing
Visual impairments	Contrasting colours are used for all doorways. Blinds fitted to reduce glare in classrooms.	None planned		
Hearing impairments	Carpets are fitted in all classrooms to reduce noise levels.	Research and provide soundfield systems if a child/adult with a hearing impairment joined the school	Inclusion Manager	Ongoing
Clubs	All clubs are open to all pupils regardless of need. This includes Breakfast club.	Maintain an all clubs open to all children policy - this may include paying for additional support	Headteacher Clubs Co-ordinator (CH)	Ongoing
Displays	All displays include the work of all children. Photos include disabled pupils and adults who are positive role models. Achievements are shared with whole school community via DB	All staff will be involved in regularly changing photographs and displays which include the work of all children.	All staff	Ongoing
Car Parking	On-site parking for staff and visitors includes a marked disabled bay.	None planned		

	There is additional parking available at the back of the school for the parents of disabled children.			
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## 2C Improving communication and engagement

Target	Current situation	Future Actions	Responsibility	Timescale
Cognitive difficulties Language & Communication difficulties.	Verbal information given individually or in a smaller group. Staff follow up with phone calls where necessary and/or home school link books Teachers are on the playground at the end of everyday, so they can speak to parents to clarify messages or iron out problems. They can also be contacted via email. Members of the Senior Leadership Team open the school 10 minutes early and are available every morning. Attention Hillingdon programme is run in the Nursery. An LSA carries out speech and language programmes on a daily basis as directed by the SALT.	Use the updated Speech and Language Link website materials to identify and support children with language difficulties.  Introduce Developing Language through Play course for parents	Headteacher Inclusion Manager Class teachers	2017/18  Academic year 2019/20
Engaging Parents	Year group teachers send home fortnightly newsletters by parent mail. RWI training sessions Curriculum leaflets available for numeracy and literacy. Support materials and games available on DB. Parents of children with diagnosed additional needs are invited to meet together every half term for tea and cake. Parent questionnaires completed annually Exhibition evening held annually	Improve signposting to other service providers through DB page.	Inclusion Manager SMT Class teachers	January 2018

## **Making it happen**

### **3A: Management, coordination and implementation**

The implementation of these plans will be the responsibility of the SMT and will be discussed with all staff on a termly basis to ensure they are carried through. The Governing Body will be kept informed of progress.

The governor with responsibility for Inclusion (Reshma Patel) will meet regularly with Suzanne Powell to discuss and monitor the plans. The plan will be amended as new initiatives are introduced.

The school improvement plan, the inclusion policy, the health and safety policy and risk assessments all take into account the needs of our disabled community and are monitored annually.

The Physiotherapist, Occupational therapist and the learning support services all provide advice and support to ensure that we manage the provision we make for our pupils effectively.

The Inclusion manager and SMT are responsible for this plan and its implementation. Funding to resource this plan will be allocated from the Inclusion budget.

### **3B: Getting hold of the school's plan**

The school plan will be published on the school website. It will also be available by request from the school office.