



Coteford Junior School Accessibility Plan

Updated January 2024

Introduction

At Coteford Junior School, we follow the guidance set out in the 2014 document: **Special Educational Needs and Disability code of practice: 0 – 25 years** in order to fully meet the needs of all pupils with special educational needs and disabilities.

The above document is based upon the **Equality Act of 2010** which sets out the legal obligations that schools have towards disabled children.

We also adhere to the requirements outlined within the **Ordinarily Available Provision** document released in February 2020 by the Hillingdon SEND Team; this makes clear the range of provisions and adaptations that should be available to any child with a disability who attends a mainstream school within the borough of Hillingdon. Our approach is also underpinned by London Borough of Hillingdon SEND Strategy November 2023 and SEND and Alternative Provision for Children and Young People 0-25 (2023-2028).

Our vision and ambition for children with special educational needs and disabilities is the same as for all children – that they achieve their full potential and lead happy and fulfilled lives. This ethos of inclusion is deeply embedded and communicated by everyone in school.

Our Vision

Coteford Junior School is a beacon of inclusive excellence, where every pupil is empowered to reach their full potential.

We embrace diversity; through high standards, we strive to transform the lives of our pupils.

We equip them with knowledge, skills and resilience to thrive and make a positive impact on their community and the world beyond.

At Coteford Junior School, accessibility for all children and adults is a priority and all staff, led by a leadership team, with a commitment to inclusion, work creatively to ensure that accessibility planning and provision matches the ever-changing needs of a school.

The main priorities in the school's plan

This plan sets out the proposals of the Governing Body of the school to ensure full access to education for 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.

1. Increasing the extent to which disabled pupils can participate in the school curriculum.

Actions	Current situation	Future enhancements
Identification	We follow a clear structure for identification of need. Class teachers are required to monitor the progress of all pupils and identify any new areas of need.	
Differentiation and adaptation	Planning for all subjects is differentiated and adapted to meet the needs of all pupils, regardless of ability. Teachers work in teams to share ideas and expertise within and across year groups. We are flexible in our approach and appreciate that children benefit from different teaching and learning styles, including groupings of children.	
Access to resources	All resources are accessible to staff. Resources available to all pupils are suitably labelled.	
Visual impairment	Materials are enlarged as necessary or printed onto coloured paper. The coloured	

strategies	background on the interactive whiteboard displays is adapted as necessary for the class. Small whiteboards can also be used. Seating is carefully considered. Advice is sought from the Team for Visual Impairment when necessary. Modified SATs papers are ordered. Computer access is provided to some VI pupils with accessible features in place.	
Hearing impairment strategies	Seating within class is carefully considered. Encourage child to look at the teacher to lip read. The teacher repeats what other children have said. Advice is sought from the Sensory Intervention Team. Hearing aid batteries and cleaning kit kept in Welfare Room. Welfare Assistant & Learning Support Assistant trained in use. Visual timetables and prompts used.	All staff and children to learn some basic BSL
Autistic Spectrum Disorder strategies	Visual timetables, advanced warning of changes, use of social stories, work stations. Writing with symbols (Imprint) is used to support learning. Clear instructions, tray system, buddy system, Learning Support Assistant support if needed. Some pupils are offered access to a small class aimed at supporting pupils with ASD. Sensory circuits used. Sensory/early years room in place Access to support sensory needs, such as putty. Access to social skills group. Lego therapy	Bucket time being investigated and trialled.
Attention deficit hyperactivity disorders strategies	Medication given if prescribed. Behaviour monitoring. Support in class if needed. Sensory circuits used. Weighted heated cushions are available. Sensory/early years room in place Access to support sensory needs, such as putty.	
Dyslexia strategies/ specific learning difficulty	Enlarged font, well spaced for written worksheets. Coloured papers, overlays may be used. Additional Literacy support. Use of keyboard/computer for writing, with keyboard skills training. Use of SymWriter to support reading and writing if required. Miss Bowerman allocated time to assess	Miss Bowerman allocated time to identify and provide advice to staff, parents and pupils

	pupils, provide direct dyslexia teaching and provide advice to staff, parents and pupils	
Asthma	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.	
Epilepsy	Staff aware and trained annually. Medicated kept in clearly marked bags and carried with pupils at all times.	
Allergies	Staff aware and trained annually in the use of EpiPen. System in place for contacting ambulance service. Photos displayed of those who may have severe reactions. Teachers aware of allergies in class. No peanuts in school lunches.	
Personal Care Needs	Welfare assistant trains staff as necessary. Adjustable height changing bed and Clos-a-mat toilet in Welfare room. Hoist is available, with mobile hoist for trips. Spare clothing, nappies, wipes etc kept in Welfare room. Shower available. Occupational Therapist will also offer advice for lifting and handling. Risk assessments completed.	
Other medical needs	Medication given if prescribed by Welfare Assistant and recorded in book. Fridge available to store medication or locked cabinet. Prescribed medication can be given with signed parental permission. 8 staff trained First Aiders, some in Paediatric first aid, qualifications renewed regularly. System in place for dealing with 'sick' children. Children with Gastronomy tubes are also included. These are kept clean and flushed as guided by the school nurse and parents.	
Mobility strategies	Independence encouraged. Wheelchairs and walking aids are supported with training. Standing frames are provided as required. Powered wheelchairs if left in school are kept fully charged by Welfare Assistant. All staff endeavour to ensure that school trips are booked to wheelchair accessible venues. The year 6 school journey venue can provide facilities and activities for the severest physical disabilities. Corridors kept clear of obstructions. Automatic opening doors through corridors. Level surfaces with ramp	

	to playground. Liaison with Physiotherapists and Occupational Therapist as required. Minibus with a ramp to provide transport for pupils and adults with mobility difficulties. Wheelchairs can be safely secured. Disability Sports programmes are offered with attendance at competitions. Horse Riding for the Disabled is provided weekly.	
Dyspraxia strategies	Occupational Therapy programmes included, fully supported and practiced. Additional handwriting support or use of Peg to Paper Keyboard training offered where appropriate. Disability Sports are offered to enhance muscle strength and hand/eye coordination.	
Social & Emotional Strategies	Interventions such as Social skills group, cognitive behaviour therapy group, zones of regulation and PACE approach to emotional support, individual support, individual behaviour plans, emotional literacy support programmes and talk therapy. CAMHS referrals made if needed.	
Language and communication strategies	Pre-teaching, language enrichment group, talking partners group, writing with symbols, use of Signalong. Follow Speech therapists programme. Advice may be sought from the Speech and Language therapist (SaLT). Learning Support Assistants meet with SaLT and agree targets and strategies. Some pupils may join a smaller class that focuses on language needs. Augmented and alternative communication devices used for some pupils.	
Dyscalculia strategies	Individual maths support, small group maths support, including use of mathematical manipulatives and concrete materials.	
ICT	Interactive whiteboards in all classrooms. Additional computer in all classrooms and outside working areas. ICT room Class set of laptops and class set of Chromebooks available. Itslearning provides access to the curriculum to pupils at all times	Improve wireless connectivity.

	All pupils have login details recorded in diaries for: itslearning, educationcity, SPaG , TTRS, Myon and Accelerated Reader	
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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:

Physical disabilities	Disabled toilets are provided in upper and lower school areas. Clos-a-mat toilet in welfare roomAutomatic opening fire doors are in place along all corridors. Fire exits from every classroom and corridor are level with the exterior pathway. Corridor is flooring is replaced and even. Adults with PD and parents of PD children are given a car park pass to allow them to park on the school premises.	
Visual impairments	Contrasting colours are used for all doorways. Blinds to reduce glare in classrooms.	Braille signs could be displayed if necessary (currently not needed)
Hearing impairments	Carpets are fitted in all classrooms to reduce noise levels.	Carpets need replacing
Playground	Designated areas for playing ball games, caged area for football, basketball, cricket, playground markings for	

	activities, quiet area and ramp access. Small play area with trim trail High staff pupil ratio. 1 -1 supervision when necessary. Handrails on steps. Provision is open at lunchtime for children to come and play games if they are experiencing social problems or feel the cold more than others. Small second play area used for designated pupils.	
Clubs	All clubs are open to all pupils regardless of need. This includes Breakfast club. 1:1 support can be provided for clubs.	

3: Making it happen

3A: Management, coordination and implementation

The implementation of these plans will be the responsibility of the Senior Leadership team and will be discussed with all staff to ensure they are carried through. The Governing Body will be kept informed of progress. The Governor with responsibility for Inclusion will meet regularly with the Assistant Head for Inclusion 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, Speech and Language Therapist, Educational Psychologist and the learning support services all provide advice and support to ensure that we manage the provision we make for our pupils effectively.

The Assistant Head teacher for Inclusion, along with the Senior Leadership Team, 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 for viewing in the school office along with other school policies.