

Accessibility Plan



The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2020, the school has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

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

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.
- d) It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Copperfield Academy is a mainstream school for boys and girls age range 4 years to 11 years old. The school comprises of three main school buildings and multiple temporary buildings (not in use by pupils). There is disability access for all classrooms (a ramp is provided to access all three main buildings) and main areas of the school.

The School's Aims

- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence and a passion for learning
- To enable our children to develop the essential skills for a happy and fulfilled life
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential
- To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure. All entrances to the school are either flat or ramped and have wide doors. The main entrance has a wide door entrance. The lobby is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs. We consult with professionals such as STLS when new situations regarding pupils with disabilities are experienced.

Improving Participation in the Curriculum					
Priority	Lead	Action	Resources	Timescale	Impact
Effective communication and engagement with parents	SENCo/SLT	Termly meetings with parents (parent consultations) Annual Reviews completed by SENCo	Time allocated	Ongoing	Parents informed about their child's learning
Training for staff on increasing access to the curriculum for all pupils	SENCo/SLT	Intimate care policy and trained staff Training from SALT, STLS Access to courses/CPD Outreach support from Ifield Smile	Time allocated	In place and ongoing	Increased access to curriculum – needs of all learners met
Effective use of resources & specialised equipment to increase access	SENCo/SLT	Strategic deployment of staff Use of ICT and equipment	Specific training and resources for individual	In place and ongoing	Positive impact on pupil progress – barriers to

to the curriculum for all pupils		EAL lead Specialist equipment bought	children		learning are removed
Adaptations to the curriculum to meet the needs of individual learner	SENCo/SLT	Pastoral Team Support Personalised Plans	Access to external agency support Individual pupil resources	In place and ongoing	Needs of all learners being met

Improving Physical Environment					
Priority	Lead	Action	Resources	Timescale	Impact
Provision of wheelchair accessible toilets	Business Manager/Site manager	Maintain wheelchair accessible toilets	Maintenance costs	In place and ongoing	School accessible to wheelchair users
Access into and around school and reception to be fully compliant	Business Manager/Site manager/SLT	Designated disabled parking Wide doors and corridors Clear routes through school	Maintenance costs	In place and ongoing	School fully accessible to wheelchair users
Improvements to help visually impaired and hearing impaired	Business Manager/Site manager/SLT	Maintenance of steps, acoustics, yellow paint highlighting potential hazards, social stories (visual and recorded) for fire alarms, hearing loops	Specific Cost of equipment	In place and ongoing	Learning experiences for pupils with physical, visual, hearing impairments enhanced Safe school environment

Improve the delivery of Written Information					
Priority	Lead	Action	Resources	Timescale	Impact
Availability of written materials in alternative formats	SLT/Office/SENCo	Newsletters, Language selection on website Leaflets, letters to parents/carers, Key content published on social media, reports shared	Contact details, adaption time allocated	In place and ongoing	All parents/carers are well informed of all school information
Documents are accessible for pupils with visual impairment	SLT/Class Teachers/SENCo	STLS support in individual support for pupils with visual impairment, including equipment etc	Maintenance costs	In place and ongoing	Visual impaired pupils accessing individualised but inclusive curriculum