

Coppermill Primary School



Accessibility Plan

Ratified by the Resources Committee on: 4 February 2015

To be reviewed: Every three years

Next review: Spring 2018

Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Governors of Coppermill Primary School recognises the following duties that this places upon them;

- 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 make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school building more accessible for disabled persons

The planning duty of the DDA makes three requirements of the Governing body

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Schools are required to resource, implement and review their Accessibility Plan as necessary.

This plan will be monitored by the Governing body. The plan attached sets out the School's proposals for increasing access to education for disabled pupils.

Disability and Coppermill Primary School

The definition of disability under the law is a wide one. *A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.*

Coppermill Primary School wants to ensure that there is no discrimination against any sub-group within its community, be it because of gender, religion, race or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Inclusion policy.

This plan will be on the School's website.

This plan will be shared with the Senior Leadership Team and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted upon request.

Supporting Policies:

- Inclusion Policy
- Curriculum Policies
- Anti-bullying
- Educational visits
- The School Development Plan

Objective	Action	Timescale	Who is responsible?	Outcome
Developing access to the physical environment of the school				
To improve access to medical facilities	-To allocate a suitable space to convert into a medical room -To refurbish the allocated space in order to meet basic requirements (e.g. sink, lockable cupboard, bed)	Autumn 2015	HT SBM	The school has a space that has been designed specifically to meet children's medical needs
To improve nappy changing facilities	-To allocate a suitable space and to refurbish it	Autumn 2015	EYFS leader SBM	The school has improved nappy changing facilities that enable staff and parents to carry out their jobs more effectively and comfortably
To improve access to the outside classrooms	-Ramps to be replaced	Summer 2015	HT SBM Resources Committee	Easy access to classrooms for the whole school community, including wheelchair users Ramps meet current standards
To improve access to the main entrance	-Resurface area and remove ponding	Summer 2015	HT SBM Resources Committee	

To create shower facilities for staff and pupils	-Discuss possible locations -Health and Safety audit to be carried out by the Health and Safety officer -Refurbish allocated space	Spring 2016	HT SBM Resources Committee	Staff and pupils have access to shower facilities
Improve access to sensory equipment and outdoor space e.g. sensory garden	-Purchase equipment -Develop the Peace Garden into a more sensory space	Sensory equipment: Spring 15 Peace Garden: Summer 2016	HT Inclusion Leader SBM Resources Committee	Children who need it, have access to sensory equipment and a suitable outdoor space Specific needs addressed and met Improvement in behaviour
Improving access to the curriculum				
To improve the range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties	-SEND training -Liaison with outside agencies -Peer observation -Visits to other schools -Audit staff's current skills, training and experience – decide on whether to augment these through training or employment of a specialist with these skills and experience	Spring 15 and ongoing	Inclusion Leader	Staff confident in providing for the needs of pupils with disabilities and learning difficulties Children with SEND are supported by staff who have a good range of skills and experience
To provide in-house ICT equipment to support pupils with SEND in school	-To purchase 3 laptops/tablets for pupils with SEND -To purchase other ICT equipment (e.g. special keyboard, mouse)	Summer 15	Inclusion Leader Computing Coordinator	Pupils with SEND have access to ICT equipment whenever and wherever they need it
Improving delivery of written information				

<p>To develop resources to support learners with reading and communication difficulties</p>	<p>-Introduce symbol software and have it installed in computers for teachers to use -To make sure symbols become part of the learning environment</p>	<p>Symbol software (Widgit) Summer 2015 Additional Widgit resource packs Summer 2016 and 2017</p>	<p>Inclusion Leader Computing Coordinator</p>	<p>Better resources evident in books and during lesson observations Visual support becomes part of the learning environment Better outcomes for pupils with reading and communication difficulties</p>
<p>To provide support for pupils with particular needs so that they can access written information in the curriculum and formal test papers</p>	<p>Provide readers; large print worksheets/test papers; overlays and coloured paper as and when necessary as part of normal classroom practice</p>	<p>Spring 2015 and ongoing</p>	<p>SLT CTs</p>	<p>Pupils with particular needs feel more confident and achieve to their full potential</p>