

# Coppermill Primary School



## Accessibility Plan

Ratified by the Resources Committee on: 3 May 2018

Review cycle: Yearly

Next review: Summer 2019

## **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

<b>Action plan Spring/Autumn 2018 – Summer 2021</b>				
<b>Objective</b>	<b>Action</b>	<b>Timescale</b>	<b>Who is responsible?</b>	<b>Outcome</b>
<b>Developing access to the physical environment of the school</b>				
To ensure ramps to main building are appropriate for wheel chair users	-To conduct a risk assessment to check for ease of access for users of wheelchairs and to make any reasonable adjustments -To make all staff aware of the risk assessment in relation to wheel chair users	Spring/Autumn 2018	Inclusion Leader School nurse SBM	The school is reasonably accessible for pupils in wheel chairs
To ensure all path ways/corridors are wide enough and clear	-To increase number of hooks and boxes for coats and bags so prevent them falling on floor -To remove work tops along library corridor so as to widen space	Spring/Autumn 2018	SBM LBWF Health & Safety Officer	The school has improved space so wheel chair users have reasonable and ease of movement around the school
To ensure disabled toilets meet Health & Safety requirements	- To conduct a Health & Safety audit of the disabled toilets supported by LBWF H & S Officer -Implement recommendations	Spring/Autumn 2018	SBM LBWF Health & Safety Officer	The school meets requirements for a functioning disabled toilet

To improve access through classroom doors	-To fit door guards to all classroom doors	Summer 2019	SBM LBWF Health & Safety Officer	Classroom doors have easier access and meet fire regulations
<b>Improving access to the curriculum</b>				
To improve the range of skills and experience available within the school so that the school is better able to assess and support the needs of pupils with hearing aids	-All relevant staff to attend hearing aid training to understand needs of pupils as well as maintenance -All relevant staff to be aware of sign language -To improve the acoustics of the classroom with fabric and visual aids -All relevant staff to wear equipment to support pupil/s with hearing impairment	Spring/Autumn 2018	Inclusion Leader Hearing aid specialist from Whitefields Class teacher Teaching Assistants in relevant classes Office administrator	Staff confident in providing for the needs of pupils with hearing aids and children with hearing aids are supported by staff who have a good range of skills and experience
To improve the range of skills and experience available within the school so that the school is better able to assess and support the needs of pupils with emotional and mental health needs	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 2019	Inclusion Leader Class teacher Teaching Assistants in relevant classes	Staff confident in providing for the needs of pupils with emotional and mental health needs and children with these needs are supported by staff who have a good range of skills and experience
To provide support for pupils with particular needs so that	Provide readers; large print worksheets/test papers; overlays	Summer 2019, Summer 2020 and Summer 2021.	SLT CTs	Pupils with particular needs feel more confident and

they can access written information in the curriculum and formal test papers	and coloured paper as and when necessary as part of normal classroom practice			achieve to their full potential.
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#### Action plan Autumn 2015 – Summer 2018

Objective	Action	Timescale	Who is responsible?	Outcome
<b>Developing access to the physical environment of the school</b>				
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)	Summer 2016	HT SBM	The school has a space that has been designed specifically to meet children's medical needs  <b>Completed Summer 2016</b>
To improve nappy changing facilities	-To allocate a suitable space and to refurbish it	Summer 2016	EYFS leader SBM	The school has improved nappy changing facilities that enable staff and parents to carry out their jobs more effectively and comfortably <b>Completed Summer 2016</b>
To improve access to the outside classrooms	-Ramps to be replaced	Spring 2016	HT SBM Resources Committee	Easy access to classrooms for the whole school community, including wheelchair users Ramps meet current standards <b>Completed Summer 2016</b>
To improve access to the	-Resurface area and remove	Spring 2016	HT SBM	<b>Completed Summer 2016</b>

main entrance	ponding		Resources Committee	
Improve access to sensory equipment and outdoor space e.g. sensory garden and a sensory room	-Purchase equipment -Develop the Peace Garden into a more sensory space -Allocate a designated space/room with sensory equipment	Summer 2016	HT Inclusion Leader SBM Resources Committee	Children who need it, have access to sensory equipment and a suitable outdoor space/inside space/room Specific needs addressed and met Improvement in behaviour <b>Completed Summer 2016</b>
<b>Improving access to the curriculum</b>				
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	Autumn 2017	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 <b>Completed Autumn 2017</b>
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)	Spring 2017	Inclusion Leader Computing Coordinator	Pupils with SEND have access to ICT equipment whenever and wherever they need it <b>Completed Spring 2017</b>
<b>Improving delivery of written information</b>				
To develop	-Introduce Symbol	Spring 2018	Inclusion	Better resources

resources to support learners with reading and communication difficulties	software and have it installed in computers for teachers to use -To make sure symbols become part of the learning environment		Leader Computing Coordinator	evident in books and during lesson observations Visual support becomes part of the learning environment Better outcomes for pupils with reading and communication difficulties <b>Completed Spring 2018</b>
To provide support for pupils with particular needs so that they can access written information in the curriculum and formal test papers	Provide readers; large print worksheets/test papers; overlays and coloured paper as and when necessary as part of normal classroom practice	Summer 2016, Summer 2017 and Summer 2018	SLT CTs	Pupils with particular needs feel more confident and achieve to their full potential <b>Completed Summer 2016, 2017 and 2018 for KS2 SATs</b>