

Coppermill Primary School



Accessibility Plan

Ratified by the Full Governing Board on: 5 December 2019

Review cycle: Annually

Next review: Autumn 2020

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/Documents:

- SEN
- Curriculum
- Anti-bullying
- Educational visits
- The School Development Plan

Action plan Spring/Autumn 2018 – Summer 2021				
Objective	Action	Timescale	Who is responsible?	Outcome
Developing access to the physical environment of the school				
To ensure ramps to main building are appropriate for wheelchair 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 wheelchair users.	Spring/Autumn 2018	Inclusion Leader School nurse SBM	The school is reasonably accessible for pupils in wheelchairs. Completed Autumn 2018
To ensure all pathways/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 wheelchair users have reasonable and ease of movement around the school. Completed Summer 2019
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	Spring/Autumn 2018	SBM LBWF Health & Safety Officer	The school meets requirements for a functioning disabled toilet. Completed Autumn 2018

	recommendations.			
To improve access through classroom doors.	-To fit door guards to all classroom doors.	Autumn 2019 To be completed December 2019	SBM LBWF Health & Safety Officer	Classroom doors have easier access and meet fire regulations. To be completed December 2019
To improve ramp access from outside.	Fit a handle to emergency fire door with ramp from the outside, so it can be pulled open by a wheelchair user.	Autumn 2019 To be completed December 2019		
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 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 appropriate 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	SEND training -Liaison with outside agencies. -Peer observation. -Visits to other schools. -Audit staff's current skills, training and experience – decide on whether	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

and mental health needs.	to augment these through training or employment of a specialist with these skills and experience.			skills and experience.
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 2019, Summer 2020 and Summer 2021.	SLT CTs	Pupils with particular needs feel more confident and achieve to their full potential.

Action plan Autumn 2015 – Summer 2018				
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.	Summer 2016	HT SBM	The school has a space that has been designed specifically to meet children's medical needs. Completed Summer 2016
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. Completed Summer 2016

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. Completed Summer 2016
To improve access to the main entrance.	-Resurface area and remove ponding.	Spring 2016	HT SBM Resources Committee	Completed Summer 2016
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. Completed Summer 2016
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	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. Completed Autumn 2017

	these 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.	Spring 2017	Inclusion Leader Computing Coordinator	Pupils with SEND have access to ICT equipment whenever and wherever they need it. Completed Spring 2017
Improving delivery of written information				
To develop resources to support learners with reading and communication difficulties.	-Introduce Symbol software and have it installed in computers for teachers to use. -To make sure symbols become part of the learning environment.	Spring 2018	Inclusion Leader Computing Coordinator	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. Completed Spring 2018
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 Summer 2018 and ongoing	SLT CTs	Pupils with particular needs feel more confident and achieve to their full potential. Completed Summer 2016, 2017, 2018 for KS1 and KS2 SATs. Ongoing each year.