

Coppice Academy

Accessibility Plan

2023- 2025



Date agreed: September 2023

Review date: September 2025

Aim

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the **curriculum**
- Improve the **physical environment** of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of **accessible information** to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

School Context

Coppice Academy is a two form entry Junior school. We also offer before and after school care at the Den. The school grounds are accessed via two entrances and there are multiple entrances to the building which is a one story building. All classrooms have fire escape doors providing direct access to the outside spaces.

Good Practice In School and Action Planning

Part 1 Current good practise- Increase the extent to which disabled pupils can participate in the curriculum

At Coppice Academy, we strive to enable access to the curriculum for pupils with a disability.

The following statements outline the range of strategies we use to help achieve this:

- Pupils at Coppice Academy with disabilities have access to the full curriculum and, where necessary, this is tailored to best suit their individual needs.
- Adaptations may be necessary to ensure that pupils with a disability are able to equally access the curriculum alongside their peers via appropriate teaching and learning opportunities.
- School analyses data to monitor the attainment and progress of pupils with disabilities.
- Where a pupil does have additional educational needs then they are able to access learning interventions alongside their peers.
- Staff are deployed, as appropriate, to support pupils to access the curriculum.
- Staff understand the needs of individual pupils and how to best support access to the curriculum, including how to use any aids, equipment or ICT.
- Staff understand the need to balance the support provided with the need to maximise the pupil's independence. Whenever possible, staff facilitate independent access to the curriculum.

- Our school uses a number of strategies and programmes to support the inclusion of pupils with disabilities e.g. use of visual timetables, taskboards, ASD friendly classrooms.
- Our school provides CPD / staff training on areas of need identified as being important for accessing the curriculum.

Aids and equipment are used effectively to support access to the curriculum for pupils with physical disabilities. Examples of this include:

- Advice provided by Occupational Therapy is followed and adaptive seating and arm rests are provided if recommended.
- Aids are provided for pupils with motor coordination and poor hand/eye skills, e.g. specialist pens and pencils, pencil grips, writing slopes, adapted rulers, a range of adapted scissors, dycem (sticky mat), concentration aids etc.
- Adapted PE equipment is provided for pupils with physical disabilities e.g. lightweight bats and balls, easy-catch balls, scarves etc
- Real PE scheme is a well-structured resource which builds on basic skills to develop more complex requirements. Pupils are all able to access PE lessons at a stage that is suitable for their own personal physical development.
- Equipment to support access to the curriculum, in particular responding to the curriculum, is available for pupils with associated speech, language and communication needs. This includes: communication boards, single message recording devices, symbols e.g. Widgit

Time out of class / absence management:

Our school acknowledges that pupils with a disability may require time out of class for a number of valid reasons, including:

- appointments with visiting healthcare professionals in school e.g. physiotherapist, occupational therapist, specialist nurse etc.
- increased likelihood of the need to access therapeutic interventions e.g. art therapy, play therapy etc.
- to attend healthcare appointments outside of school.
- increased likelihood of absence due to ill health
- absence due to surgery or medical procedure.

Our school has strategies in place to ensure that the pupil accesses the content of the curriculum that has been missed e.g. on return to class the teacher spends time briefing the pupil and supporting with task, pupil has access to online learning, work is sent home if a pupil is recuperating and is well enough to do some activities etc. Our school ensures that the pupil's absence record takes into account medical needs and the pupil is not unduly penalised.

Assessment and Examinations:

- Staff make reasonable adjustments to tests, examinations and assessment tasks to enable pupils with disabilities to access them.
- As required, examination access arrangements (pre-examination adjustments for candidates sitting formal examinations such as SATS) are arranged under DfE rules and put in place for pupils with a disability. Arrangements are based on evidence of need and normal way of working e.g. extra time, readers, scribes and practical assistants.

Challenging areas of the curriculum e.g. PE, swimming, Outdoor learning.

- Pupils with disabilities are able to fully access and participate in all aspects of the PE curriculum: games/ sports /gymnastics /dance /swimming.
- Adjustments and adaptations are made to enable full participation on an individual basis and may include, provision of adapted equipment.
- Pupils with disabilities are able to fully access and participate in all aspects of outdoor learning.

Pupils are supported to access the benefits, services and facilities as part of the wider curriculum offered by the school.

The range of strategies used to help achieve this access are:

- Our school supports all pupils to access all aspects of school life, including access to the wider curriculum e.g. extra-curricular clubs, after-school and breakfast clubs and off-site trips, visits and residential activities.
- Barriers and challenges to participation are risk assessed and actions are taken to minimise or reduce those identified risks using a solution-focused approach.
- A pupil specific risk assessment is completed to support access to school clubs and after-school/breakfast clubs where barriers to access are identified and reasonable adjustments made.
- School takes part in a number of inclusive inter school competitions and activities. These are aimed at providing wider opportunities to pupils with physical or SEN needs. These have included ten pin bowling, archery and athletics.
- Accessible coaches/alternative transport options are always used for trips involving pupils with disabilities.
- A nurturing lunchtime club is available which provides a quiet, less busy alternative to the dining hall. Pupils are able to access the courtyard to play in.
- The Nest and Willows provide safe spaces for pupils as calming and nurturing spaces.

Part 1 Action Plan- Increase the extent to which disabled pupils can participate in the curriculum

Continually improving teaching and learning, lies at the heart of the school’s work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child’s needs within our classes.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT/ REVEIW
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Training provided biannually from SISS ASD team.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing	
All teachers and TAs have the necessary training to teach and support pupils with a range of SEN needs.	All staff attend appropriate training. Training provided by SISS CLD team on dyslexia and dyscalculia.	All staff have a strong understanding of the needs and ways to support all pupils.	Autumn term 2023	
Lessons provide opportunities for all pupils to achieve.	Teachers use adaptive teaching strategies.	All teachers use adaptive teaching as appropriate and children have individual targets to work towards. Achievement of all pupils is of a high standard.	Ongoing	
Staff consider the accessibility of the learning environment for autistic pupils by taking account of potential physical barriers and processing difficulties, sensory needs, and social demands.	Joint school and SISS ASD annual learning walks, individual pupil observations and pupil voice learning walks.	School is a place where children with ASD can thrive and access fully.	Ongoing	

Implement approaches to develop the mutual understanding, communication, and support between autistic pupils, their peers, and staff.	Set up buddy systems and peer mentoring schemes. Regular assemblies Celebration days and awareness work Buddy system	Autistic pupils and peers have a mutual understanding.	By July 2024	
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Part 2 Current good practise- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

In order that pupils and other people within the school with a disability or learning difficulty, can access the physical environment, the school will strive to:

- Seek to include minor building works or developments to improve accessibility, identified by the school, or through various audits, including health and safety audits, fire risk audits and workplace inspections. These are used to update this Accessibility Plan.
- We provide specialist aids/equipment to individual pupils whenever this is reasonable to do so.
- Consider on a planned basis, how to improve accessibility through reorganising or rearranging aspects of the school environment in the most cost effective way.
- School is all on one level with access ramps from the playgrounds into the main building.
- All classrooms have fire escapes to improve ability to leave the building quickly and easily.
- Care is taken to make all classrooms ASD and dyslexia friendly.
- All areas in school can be accessed by a number of routes.
- There is one disabled access toilet in school.
- Coppice Academy has two car parks both with disabled parking spaces that provide a greater space for access.

Part 2 Action plan- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT/ REVEIW
To improve wheelchair access by providing small ramps at fire exits and internal entrances to each classroom.	Assess any mobility needs of pupils and staff and provide access improvements as required.	Wheelchair access will be enhanced.	As required	
School is able to adapt to the individual needs of pupils.	The layout of classrooms and furniture is adapted and moved when necessary and equipment and seating is purchased when recommended by Occupational Therapists.	Pupils have full access to all areas and aspects of school life.	Ongoing	
The layout of areas allows safe access for all pupils, in all areas including: classrooms, hall, library, outdoor sporting facilities, after school club, and reception.	Regular health and safety inspections and site walks are carried out by the site manager, Head teacher and Health and Safety governor. Fire safety inspections are carried out annually.	Potential hazards are identified and improvements are made.	Ongoing	
To ensure that the environment meets the sensory needs of all pupils.	Sensory differences audits are carried out and supported by the SISS ASD team.	Adjustments to the environment are made to support the needs of pupils with ASD or other sensory differences.	Ongoing	
Toilet access is effective for all staff and pupils.	Currently the only disabled toilet is situated within the adult staff	The school will continue to seek advice and liaises with parents, SISS	Ongoing	

	toilets. Look at the possibility of relocation of this to a more suitable location.	Physical Team, Occupational Therapy and Physiotherapists. Individual Environmental audits and Manual Handling Plans are written by OT.		
Maintain access for visually impaired	Use of yellow strips to identify any changes to floor level.	Yellow strips are well maintained.	Ongoing	
All staff to be aware of any PEEP that are in place for any pupils or staff.	Personal Emergency Evacuation plans in place and regularly revised.	Safe evacuation for all when necessary	Ongoing	

Part 3 Current good practise- Improve the availability of accessible information to disabled pupils

In order that pupils and other people within the school, with a disability or learning difficulty can access information, the school will strive to:

- Review and audit the schools' approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility.
- Maintain up-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff.
- Maximise the use of ICT equipment in the delivery of information.
- We ensure that delivery of information, such as letters, information about the school/ school events and the website are accessible to pupils, staff, parents and visitors with disabilities.
- The school utilises technology to share information in a variety of formats e.g. social media, Class Dojo, email and face to face discussions.
- The school identifies how textbooks, worksheets and other pupil information is selected and provided to meet a diverse range of pupil needs.

Part 3 Action plan- Improve the availability of accessible information to disabled pupils

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT/ REVEIW
Regularly survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Make access to information changes as required.	All parents, carers and pupils are able to access information effectively.	Ongoing	
Information on website accessible to all.	Ensure website is fully compliant with requirement for access by person with visual impairment.	Website to have very clear information that can be accessed by all people.	Ongoing	
Ensure that newsletters are accessible to all.	Information in newsletters and information letters is in clear print, translated where necessary and easily understandable.	All parents and carers are able to access information in newsletters.	Ongoing	
Support the communication needs of all pupils.	Introduce the use of Wigits to improve understanding and access to information.	All pupils are able to access written information and signs.	September 2023	