

Coopers Lane Primary School



Accessibility Plan

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Coopers Lane Accessibility Plan

Aims and Objectives:

Under the Equality Act 2010, the Accessibility Plan is a statutory document whereby “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

The Plan shows how access is to be enabled and improved for disabled pupils, staff and visitors to the school, and must be reviewed every three years and approved by the Governing Body. Our Accessibility Plan should be read in conjunction with other school policies including the SEND Policy/our Local Offer/Behaviour Management Policy/Anti-bullying Policy/Supporting Pupils with Medical Needs Policy/Health and Safety Policy

At Coopers Lane Primary School we are committed to inclusive practice, working together to provide equality of access to an exciting and engaging learning environment where all children are challenged to reach their full potential. We believe that children should feel happy, safe and valued, and we work to instil an ethos of respect and care throughout our school. We are committed to the need to make reasonable adjustments to accommodate individual needs where practicable, and this will include:

- Teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits and trips
- The provision of specialist or auxiliary aids and equipment
- The need to maintain and facilitate access to the physical environment of the school, adding specialist facilities as necessary
- Ongoing work to review and improve the delivery of information to both adults and pupils who have a disability

Our aims and objectives are:

1. To promote equality of opportunity for all pupils
2. To eliminate discrimination based on sex, race, disability, religion or belief or sexual orientation
3. To eliminate bullying based on sex, race, disability, religion or belief or sexual orientation
4. To promote positive attitudes towards disability
5. To improve and maintain access to the curriculum for all pupils
6. To ensure equal access to information for all groups of children/parents and carers
7. To Improve and maintain access to the physical environment

Objective	Target/Action	Timescale	Responsibilities	Success Criteria
Objective: 1/4/6	To identify pupils who may need additional provision during SEND Multidisciplinary & pupil progress meetings – new SEND referral process in place for Sept 2019	Sept 2019 - ongoing	Inclusion Leader/EYFS Phase Leader/EYFS teachers/Class teachers	All children with SEND will be identified and appropriate support will be put in place as necessary and the SEND register updated accordingly.
	To liaise with EYFS Phase Leader to review new Nursery/Reception intake for September	Oct 2019		
Objective: 1/2/3	To review the SEND Policy/the Local Offer/Behaviour Management Policy/ Supporting Children With Medical Needs Policy to ensure that they accurately reflect our inclusive practice and procedures	All policies to be reviewed and updated by January 2020	Inclusion Leader/Governing body. Policies uploaded to school website and published to all stakeholders	All policies are updated and shared with governing body and parents. All policies clearly reflect inclusive practice and procedure at Coopers Lane.
Objective: 1/5	All class teachers to meet with Inclusion Leader at termly pupil progress meetings to discuss pupils with	Termly	Inclusion Leader/class teachers/Year Group Leaders/SLT	All teachers will have most updated information for pupils in their class in order to ensure needs-led

	SEND/EAL/medical needs and any new referrals to be made			provision for specific children, eg. differentiated planning, use of specific equipment, additional support as appropriate.
Objective: 1/5/6	In order to ensure good and better outcomes for all pupils, we will work collaboratively with outside agencies to support pupils with additional needs	Ongoing	Inclusion Leader/outside agencies including OT/Physio /Educational Psychologist/SPLD team/CAHMS etc	Pupils' needs will be well supported by a range of outside agencies. School will put all advice and recommendations into place for individual children in order to ensure access and progress.
Objective: 1/5/7	<p>To ensure equal access for all pupils we will provide, as appropriate:</p> <ul style="list-style-type: none"> • differentiated planning and teaching • multisensory teaching to include visual/auditory/ kinaesthetic approaches to suit a range of learning styles • use of specific learning tools eg. magnifiers, Soundfield systems, enlarged text etc • provision of individual work stations in each classroom as necessary to provide low distraction learning areas • well trained keyworkers from the SEND team to support those children with complex needs • a creative curriculum that reflects the richness of our community • dual language books and resources to support our pupils with EAL <p>To ensure equal access</p>	Ongoing	Inclusion Leader/class teachers/SLT/TOD/All Staff	<p>Provision of Quality First Teaching/ high expectations for all pupils/use of appropriate learning resources to enable good, and sometimes better, progress for all groups of pupils.</p> <p>Effectiveness of provision to be monitored frequently through SLT Learning Walks/book looks data analysis/pupil progress meetings.</p>

	<p>for all parents/carers we will provide, as appropriate:</p> <ul style="list-style-type: none"> • use of interpreters (often other parents if appropriate) to translate during meetings • information that is presented in a variety of ways including the school website, class newsletters and letters from the Head Teacher which can be enlarged/translated on request. 			
<p>Objective: 1/4/5</p>	<p>To ensure maximum participation for all pupils in order that all groups of children are supported to reach their full potential. To include:</p> <ul style="list-style-type: none"> • trained additional LSAs to support those children with most complex needs as outlined in their EHCP • regular opportunities in class for 'pair and share' activities/ mixed learning groups (Kagan) • use of specialised resources and equipment appropriate to need. • Provision made to ensure all children can participate on school trips/visits and school performances/assemblies. • Provision made to ensure all children can participate in residential trips • Provision made to 	<p>Ongoing</p>	<p>Inclusion Leader/class teachers/ SEND Team/TAs/Admin/SLT</p>	<p>All children at Coopers Lane will have access to the full range of curricular and extra-curricular activities</p>

	ensure all children have access to lunchtime/after school clubs			
Objective: 7	<p>To improve/maintain the physical environment of the school in order to ensure optimum accessibility for pupils, parents and carers, and visitors within the resources made available to school.</p> <p>The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the school site and premises. such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.</p> <p>Lift/chair lift/wet room/Soundfield Sytem/sensory room equipment regularly monitored to ensure good working order.</p>	<p>Ongoing</p> <p>Annual checks</p>	Premises Officer/ Inclusion Leader	<p>The physical environment of the school including steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signage and furniture etc. will be regularly monitored, maintained and kept in good working order.</p> <p>Specialised equipment will be regularly monitored, maintained and in good working order.</p>
Objective: 1/2/5	<p>To ensure that the medical needs of all pupils are met fully within the capability of the school in order to ensure equality of access and participation.</p> <p>To work closely with parents and external</p>	<ul style="list-style-type: none"> • Ongoing • Individual Health and Care Plans to be reviewed annually or sooner as needs change. 	Inclusion Leader/parents/class teachers/Admin team	<p>All Individual Health and Care Plans will be agreed and all medication checked and in date.</p> <p>Emergency protocols are agreed.</p> <p>Specific staff members</p>

	<p>agencies to identify pupil needs and agree appropriate procedures in an emergency.</p> <p>To train staff as appropriate</p>			<p>receive specialized training in order to support individual pupils' needs.</p> <p>Medical Needs poster displayed in key areas across school.</p> <p>All Care Plans/medication to be taken on school trips/school journeys.</p>
2,3	<p>Review PSHE curriculum and update as needed – training to teachers</p>	Autumn 2019	PSHE CLT/SLT	<p>Updated scheme of work in place for PSHE</p>
	<p>Review and update Relationship Sex Education Policy in line with new legislation</p>	Spring 2020	PSHE CLT/SLT	<p>All teachers trained to use new scheme</p> <p>New policies in place for Relationship Sex Education</p>