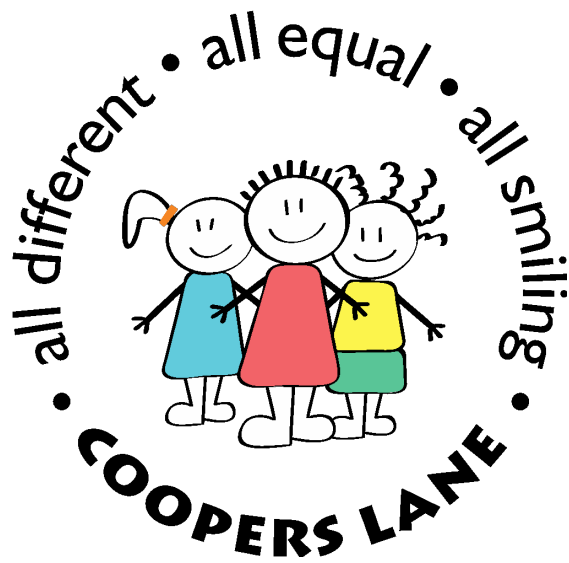


Coopers Lane Primary School



Accessibility Plan

Author / Checked :	Tonia Pancucci/Paul Hooper	Date:	February 2024
Approved by:	GB	Date:	
Issue date:		Next Review due by:	

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 and adaptations to accommodate individual needs, where possible within a mainstream setting, 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

Target/Action	Success Criteria
<p>To identify pupils who may need additional provision:</p> <ul style="list-style-type: none"> - Inclusion Framework in place for each class (pupils mapped out) - Collaboration with parents - In school SEND referrals - Pupil Progress meetings (termly) - Collaboration with outside professionals 	<p>All children with SEND will be identified, and appropriate interventions will be put in place. Regular reviews will take place formally each term, to ensure we are effectively meeting the needs of individual students.</p>
<p>To review the SEND Policy, our Local Offer, the Behaviour Policy, Supporting Children With Medical Needs Policy and the Personal and Intimate Care Policy to ensure that they accurately reflect our inclusive practice and procedures</p>	<p>All policies are updated and shared with the governing body and parents. All policies clearly reflect inclusive practice and procedures at Coopers Lane.</p>
<p>All class teachers to meet with SLT at termly pupil progress meetings to discuss pupils with SEND/EAL/medical needs and any new referrals to be made</p>	<p>All teachers will update the Inclusion Framework for pupils in their class in order to ensure up to date needs-led provision for specific children, eg. adapted planning, use of specific equipment, additional support as appropriate.</p>

<p>In order to ensure good and better outcomes for all pupils, we will work collaboratively with outside agencies to support pupils with additional needs</p>	<p>Pupils' needs will be well supported by a range of outside agencies e.g. Occupational Therapists, Physiotherapists, Speech and Language Therapists, Educational Psychology, CAMHS and the Specific Learning Difficulties team. The school will put all advice and recommendations into place for individual children in order to ensure access and progress.</p>
<p>To ensure equal access for all pupils we will provide, as appropriate:</p> <ul style="list-style-type: none"> • adaptive teaching in the classroom • whole staff training (including all stakeholders e.g. governors and families) on Race Equity • 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 • a creative curriculum that reflects the diversity of our community • dual language books and resources to support our pupils with EAL <p>To ensure equal access for all parents/carers we will provide, as appropriate:</p> <ul style="list-style-type: none"> • use of interpreters and signers (often other parents if appropriate) to translate during meetings and for key school events e.g. class assembly • 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>Quality First Teaching - all staff have consistently high expectations for all pupils, and use appropriate learning resources to adapt provision to enable progress for all groups of pupils.</p> <p>The effectiveness of the provision will be monitored frequently through SLT Learning Walks, book looks, data analysis and pupil progress meetings.</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"> ● staff training in place to support children with the most complex needs as outlined in their EHCP ● regular opportunities in class for cooperative and mixed ability learning e.g. ‘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 ensure all children have access to lunchtime/after school clubs 	<p>All children at Coopers Lane will have access to the full range of curricular and extracurricular activities</p>
<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. These needs will be taken into account when planning and undertaking future improvements and refurbishments of the school site and premises. Certain adaptations may include improved access, lighting and more accessible facilities and fittings.</p> <p>Current facilities include:</p> <ul style="list-style-type: none"> - Lift - Chair lift 	<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>

<ul style="list-style-type: none"> - Wet room - Soundfield System 	
<p>To ensure that the medical needs of all pupils are met fully, within the capability of the mainstream school setting, in order to ensure equality of access and participation.</p> <p>To work closely with parents/carers and external agencies to identify pupil needs and agree appropriate procedures in an emergency.</p> <p>To train staff, as appropriate.</p>	<p>All Individual Health and Care Plans will be agreed and all medication is regularly checked and within date.</p> <p>Emergency protocols are agreed.</p> <p>Specific staff members receive specialised First Aid training in order to support individual pupils.</p> <p>Medical Needs poster displayed in key areas across school, and this is updated as appropriate.</p> <p>All Care Plans/medication to be taken on school trips/school journeys.</p>