



## **Copperfield Academy Accessibility Policy and Plan**

The Accessibility Plan / Policy is compliant with current legislation and requirements as specified in Schedule 10, relating to the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting of the Plan over a prescribed period.

### **Definition of Disability**

'A person has a disability if he / she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'.

Physical or mental impairment includes sensory impairments (such as those affecting sight or hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on a student's everyday life. This includes students with ASD (Autistic Spectrum Disorders), ADHD, (Attention Deficit Hyperactivity Disorder) and any linked with CAMHs (Child and Adolescents Mental Health)).

### **Key Objective**

Our key objective at Copperfield Academy is to provide a rich and inclusive environment to enable all students to participate fully in the school community by identifying and eliminating barriers that could prevent this.

### **Key Responsibilities.**

The school recognises that the following are key responsibilities:

- To not discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
- To treat disabled students equally

- To take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- To publish an Accessibility Plan based on a self-audit and review the Disability Action Plan annually.

### **School Principles**

- When performing their duties all staff and governors will have regard to the DRC code of Practice (2002).
- Compliance with the requirements of the DDA is key to all school principles.
- All children and individuals are entitled to the best education they can receive regardless of any disability they may have.
- Access to education means making a full school life accessible to the disabled student, including extra-curricular activities and events.
- The school provides all pupils with a broad and balanced curriculum tailored to meet their individual learning requirements.
- The school recognises and values parents' knowledge of their child's disability and its effect on his / her ability to carry out normal duties.
- The school recognises the parents' and child's rights to confidentiality.

The school undertakes to meet its key objective by developing three key areas:

#### **1. Access to the curriculum**

- The school undertakes to assess its provision of curriculum to students on a regular basis and to use this information to better tailor the curriculum to student requirements.
- The identification of barriers to participation in all areas of school life are a priority and where necessary, adjustments are made to the curriculum and teaching methods.
- Access to teaching and learning for children with a visual impairment is enabled through provision of materials in appropriate format e.g. large print or Braille. Additional explanation is given to compensate for reduced visual input.
- Technology is used where possible to provide access to the curriculum for children with a physical disability.
- Create a challenging curriculum where suitable learning challenges are set and progress of individual's achievements can be assessed.
- To seek and follow the advice services such as other schools, the government, LEA and independent bodies to achieve best practice.
- Continue to follow and endorse the key principles of the National Curriculum.

## **2. Access to the Physical Environment**

- The school will audit existing facilities and develop ways of making the physical environment more accessible to people with physical disabilities.
- Within the context of our school buildings, all refurbishment and new buildings will be undertaken with the intention of improving access for disabled students, staff and visitors.
- Consider how different impairments have specific requirements and can be best catered for within the school environment.
- Consider ways of providing the most suitable aids and resources.
- To seek and follow the advice services such as other schools, the government, LEA and independent bodies to achieve best practice.
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## **3. Access information**

- Audit existing methods of providing information and media utilised, develop these to improve accessibility.
- Pupils who have difficulty accessing standardised print should have this fact identified on, or prior to, admission and this information will be transmitted to the relevant people, who will then prepare resources in advance.
- Staff ensure that the specific needs of every student have been met by forward planning of every lesson, with designated support staff assisting in the production of differentiated material to meet identified needs.
- Consideration is given to the text presented to the children, considering the need for simplified versions where appropriate.
- The use of projectors, TVs and other IT equipment is considered in the context of students' disabilities. Recognition is given that some formats, which beneficial to many students, are not appropriate for all. An assessment is made of the impact of using technology with the class where a disabled student is working.
- Work with local schools, specialist schools, LEA and other independent support services to source best materials at an appropriate cost.

### **Linked and Related Policies and Plans**

- School Development Plan
- SEN policy
- Equal Opportunities Policy
- Curriculum Policies
- Health and Safety Policy
- Lettings Policy
- Teaching and Learning Policy

### **Publicising the Plan**

Copies of this plan will be promoted and made available to existing or prospective parents using the School Website.

## Accessibility Plan

TARGETS	STRATEGIES	TIMESCALE	LEAD	SUCCESS CRITERIA
Provision of appropriate transport for pupils with a disability to be taken on school trips.	Appropriate coaches are looked into or private taxi.	ongoing	Trip organiser + SENCO	All children at Tymberwood can access school trips.
Provision for children with physical disabilities E.g. ramps, automatic doors,	Site manager to audit and maintain regularly	ongoing	Site manager	Children with any physical disability can access all parts of the school.
To ensure all children with disabilities have a care plan and evacuation plan.	SENCO to liaise with site manager, physiotherapist etc to ensure all children are catered for in the event of an emergency.	Sept 16 and as required if new child, circumstances change etc.	SENCO	There is suitable provision for children. Staff are aware of procedures.
Training for teachers on the new SEN framework and new National Curriculum.	INSET re new framework. INSET re new curriculum and assessment.	Term 1 and 2 2016	Leadership	Teachers are able to meet the needs of all children in their class so that they can access the curriculum.
Staff training in identification of and teaching of children with ASD, ADHD, SLCN and other specific learning difficulties.	Audit of staff knowledge and needs. Specialist teaching service	ongoing	SENCO	Staff have wider knowledge of how to support children with specific learning difficulties.
Resources and provision for children with a range of SEN needs.	Details included on SEN document.	Ongoing	SENCO	Pupils have access to appropriate resources which will enable them to access the curriculum and support their specific needs.
Out of school activities are planned to ensure the inclusion of the whole range of pupils.	All out of school activities will be conducted in an inclusive environment. Providers will comply with current and future legislation.	Ongoing	SENCO / PE leader	Increase in activities for all disabled children

Classrooms optimally organised and adapted to promote participation and independence of all pupils.	Review and implement layout of classrooms for individual needs, Lessons start without the need for adjustment for individual pupils.	As required	SENCO	Maximum participation and inclusion in all learning.
Review of TA deployment to meet the needs of children with disabilities.	Adult support is available during the key times that children will need support. TAs to liaise regularly with SENCO and class teachers to discuss training and resources to meet the needs of the children they are supporting.	Ongoing	SENCO / HOS	Specialist support and resources are used to meet the needs of children with disabilities. Pupils are better able to access the curriculum regardless of their disability or learning needs.
Make information re SEN and disability available to all parents / carers.	Publish SEN information on school website and via SEN brochure. Provide training and support where necessary.	Ongoing	SENCO	Parents / carers will have a wider knowledge and understanding about SEN and disability needs.

Date: October 2015

Date of review: October 2017