

## Coppice Primary School – Accessibility Plan 2016 to 2019

Coppice Primary School is a two-form entry school in the north of Birmingham in Sutton Coldfield. There are currently 421 children on roll. The school was totally re-built in 2008 and opened for pupils in September of that year. In January 2010 Langley Special School joined us on site and the two schools share a single building.

The school is built on two levels. There is a lift for access to the first floor and ramps on both floors for wheel chair access. Both floors have a disabled toilet. Physical access to the building is a strength. There are three designated disabled parking areas, door release buttons at wheel chair height and grippers on the stairs for the partially sighted.

## Background

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under part 4 of the DDA;

- 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 increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Increasing the extent to which disabled pupils can participate in the school curriculum.
  
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Coppice Primary School Access plan & equality duty plan: 2016-19  
SUMMARY OF KEY ACTIONS 2016-2019

PHYSICAL ACCESS

NOTE; the school is situated in a brand new building and physical access is considered a strength of the school. There are some areas for improvement though;

| TIMESCALE                       | TARGETS  | ACTIVITIES  | OUTCOME  | BY WHEN | BY WHOM               | SUCCESS CRITERIA                                      |
|---------------------------------|--|---|--|---------|-----------------------|---|
| <b>SHORT TERM / MEDIUM TERM</b> | Review lighting/projection and sound systems in hall following installation of mezzanine floor to ensure that all people able to access. | Get quotes for installing equipment as necessary. | All pupils and school visitors able to see and hear clearly in the hall. | June 16 | HT/DHT<br>PTA funding | Information in the hall seen and heard by all pupils. |

CURRICULUM ACCESS

| TIMESCALE  | TARGETS   | ACTIVITIES  | OUTCOME  | BY WHEN  | BY WHOM                               | SUCCESS CRITERIA  |
|------------|---|---|--|----------|---------------------------------------|---|
| SHORT TERM | Ensure all children able to access and attend educational visits.                     | Conversations to be held with off-site providers to ensure that pupils can access the activities that are undertaken. | All children access the facilities on educational visits.        | On going | DHT                                   | All educational visits checked for access.<br>All children able to attend all educational visits. |
|            | All staff and children to have an understanding of the needs of children with autism. | Staff training to be delivered to specific year groups and then to whole staff.                                       | All staff and pupils trained on supporting children with autism. | May 2016 | SENCO/ CAT team from Local Authority. | All staff and children know and use strategies to support children.                               |
|            | All children given equality of access to attend outside school clubs and activities.  | Audit out of school provision.  | All children have access to out of school activities.            | Jan 17   | DHT/ Sports Coordinator               | Inclusive provision maintained.<br>When new sports introduced monitored for access.               |

|                  |   |   |   |   |                      |   |
|------------------|---|---|---|---|----------------------|---|
| MEDIUM TERM      | Continue to review school curriculum and potential for thematic work/work to support awareness of SEND.   | Continue to review current practice. Identify areas where thematic lessons can be taught;   | Teaching to be more theme/skills based to enable all children to fully access the curriculum.             | On going/ Summer term 2016              | AHT<br>SENCo         | Curriculum fully reviewed. Good practice kept and encouraged. Opportunities for subject links identified and taught |
| MEDIUM/LONG TERM | Identify curriculum / training areas where Coppice Primary School and Langley Special School can share expertise and resources. Work together to identify areas that children can benefit from working with each other. | Review curriculum and training needed to identify mutually beneficial areas for both schools.<br><br>Joint group to look at how can work together for inclusion e.g Forest schools and Café projects. | Ideas and experience of teachers and pupils shared between the two schools and children working together. | Initial review by Jan 16<br>On – going. | Joint working group. | Children have the opportunity to work together to gain greater understanding of specific needs and inclusion.       |

#### IMPROVING COMMUNICATION

| TIMESCALE                       | TARGETS  | ACTIVITIES  | OUTCOME  | BY WHEN | BY WHOM               | SUCCESS CRITERIA                                    |
|---------------------------------|--|---|--|---------|-----------------------|---|
| <b>SHORT TERM / MEDIUM TERM</b> | Review communication systems to parents – check for hard of hearing. | Ensure all members of the community are on Parentpay. | All members on community able to receive text information. | June 16 | Administration staff. | Children and parents able to access communications. |

Approved by Governing Body on:

Signed:

Tony Goddard, Chair of the Governing Body .....

Richard Green, Head Teacher .....