



Purpose of the Plan

The purpose of this plan is to show how Copythorne CE Infant School through our values of love, respect and compassion intend to increase the accessibility of our school for disabled pupils over time.

Connected through the values of love, respect and compassion. Three separate schools, we journey together to grow physically, spiritually, emotionally and intellectually, so that everyone can fulfil their potential. We strive to preserve the wonder of childhood, whilst ensuring our children are future ready.

Be strong and of good courage, do not be afraid nor be dismayed for the lord your God is with you wherever you go Joshua 1:9

Definition of Disability

A person has a disability if he or 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.

Legal Background

From September 2002, the Disability Discrimination Act 1995 (DDA) outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events.



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The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Copythorne CE Infant School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

Aims

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning and factors which may place disabled persons at a disadvantage. Our aim is to ensure that all disabled pupils are enabled to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes and show love, respect and compassion towards disabled people. Through the use of questionnaires, parental discussions and data collection we continually evaluate our provision and look for ways to improve accessibility.

Contextual Information

Copythorne is a two storey Victorian building. The top storey is accessed by staff and the lower storey is accessible for those with mobility impairment from external and egress routes. There is a graduated slope at the school gate which allows access through the main door to the central part of the school. There is also access via the ramped entrance to the current year one room. There is a fully functioning disabled toilet that can be accessed through the newer part of the building.



The Current Range of Disabilities at Copythorne CE infant School

When children enter school with specific disabilities, the school contacts the LA professional advisors for assessments, support and guidance for the school and parents.

If a child temporarily requires support eg through a broken limb we demonstrate compassion and consult the professionals and parents at that time to ensure we meet their needs.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the school office and a record of use is maintained.

Some children have allergies or food intolerances. This information is shared with the school's catering team with the express permission from parents. HC3 who cater for the school are able to create specific menus to meet a child's needs.

Currently there are no children with physical disabilities.

Some children are allergic to penicillin and a record of these children is maintained and shared with first aiders and class teachers and TAs.

All medical information is respected and collated and available to view in each class register.

We have competent Paediatric First Aiders who hold current Paediatric First Aid certificates. These certificates are held in the school office. Notices are placed around the school which lists the names of these first aiders.

All medication is held centrally in the school office which is accessible to the class based for that child team. There is a locked fridge in the school First aid room (which also serves as the designated medical space) to store medicines which require refrigeration. **The school has an administration of medicines policy and medication is only given in accordance with this policy (Fed policy out of date 2017)**



CE Infant Accessibility Plan

Target	Action Required	Outcome	Persons responsible and time
To ensure that the accessibility plan is reviewed and discussed at selected resources meetings	Create a school link Governor Ensure the link Governor monitors and updates the plan	Accessibility targets are met The school compiles with legislation Governors are up to date on plan needs	Link governor SENCo Exec Head Annual Review 3 year plan
To raise staff awareness about disability issues , legislation and meeting needs	Provide staff training Seek advice from HCC Ensure this policy links to appropriate policies	Staff understand accessibility issues and the legislation surrounding the importance of considering these	EHT Governors
To ensure that consideration is given to all children when new play equipment is purchased.	Where possible ensure that all future play equipment is accessible for those with mobility impairment. Ensure that spacing between new equipment allows for wheelchair access. When a new path is placed on the field that it is appropriate and accessible for those with mobility impairment. In year R ensure that all areas eg mud kitchen are accessible with ramps built in To review provision of sand and water for wheelchair users.	Disabled children will be able to access more outdoor area and equipment Children can play more freely together.	EHT HOL Governing body Site manager



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To fix the disabled communication welcome sign to enable safe access to the school site for the visually and physically impaired	Contact the company/a company to reinstall/fix sign outside the reception office	Visitors, pupils and parents who cannot access the office via the step can contact via the disabled communication sign	Governing body EHT HOL Site Manager
To fix the flooring in the thatched outdoor seated area to ensure safe access for all children	Seal area and remove rubber matting and replace with appropriate flooring	All children can access, learn and play in the area safely	Site manager EHT Governing body H&S
To consider access to the disabled toilet for a child with mobility issues –plan a route or review classroom use	Consult with LA and site manager forward planning	A plan is in place for possible future considerations	EHT Site manager County expert H&S governor



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<p>To ensure that educational trips are accessible for all children</p>	<p>Develop a long term curriculum plan that links to appropriate Ed visits for all Check disabled access of the educational visit site</p>	<p>All pupils will be able to partake in ed visit and therefore access the curriculum</p>	<p>Whole school staff</p>
<p>To ensure that all parents can access school information/ reports on their children</p>	<p>Ensure that all parents if required can access hard copies in the required size (12 +) Ensure that communication is reviewed regularly to meet parental needs To work with outside agencies if appropriate .</p>	<p>Parents can access information and are fully informed about their child's progress</p>	<p>Hol Admin</p>
<p>To ensure that all staff are trained and able to meet the needs of SEN children</p>	<p>Ensure transition periods of a child coming to school or from class to class include information and training on meeting that child's needs and that class environments are changed if appropriate. Resources and task designs will be reviewed in planning</p>	<p>Child's data will reflect that the individuals are making progress</p>	<p>Ongoing EHT HOL Class teachers</p>

Approved by Governors

Review date 2024