COPPICE VALLEY PRIMARY SCHOOL

ACCESSIBILITY PLAN

Document History

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing all children with high quality learning opportunities so that each child achieves the very best that they can do. We recognize and respect the uniqueness of each individual child.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Red Kite Learning Trust schools work together to improve the learning and achievement of all their young people. The Trust secures excellence for all, providing world class opportunities for the young people in its schools. Its schools achieve this by continuously striving for the best: improving, innovating and reflecting. The Trust is committed to equality of opportunity and to closing the gaps in attainment and progress between groups and individuals within each school and across the Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a curriculum for all pupils. Staff are trained in “scaffolding” tasks to support pupils with physical & mental impairments. We use resources tailored to the needs of pupils who require support to access the curriculum. We use curriculum resources which include examples of diversity including people with all kinds of disabilities. Curriculum progress is tracked for all pupils, including those with a disability. The curriculum is reviewed to ensure it meets the needs of all pupils. Home/School communication systems and transition into school is excellent. We make sure we know as much as possible about	Long Term – to ensure all staff are well trained to meet the needs of pupils with disabilities. Medium Term - to make the school more easily accessible for people with physical disabilities Short Term – to investigate and purchase ICT equipment to support pupils with disabilities in their everyday learning.	Audit of CPD needed, regularly attended to when new staff join. BOM/SLT to regularly source CPD opportunities for all. Playground steps are uneven making it hard for people with difficulties to safely access the playground Computing Lead sourcing additional hardware & software with support from Red Kite.	BOM/SLT Headteacher Computing Lead	Ongoing July 26 July 2026	All pupils will be well supported in their needs by all staff. Site is accessible to people with physical disabilities Pupils will be using ICT well. Their learning will be enhanced by it and better progress made.

	our pupils before they start.					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking bay • Disabled toilets • Library shelves at wheelchair accessible height	Long term Long term	Ensure that the ramp conforms to current standards The disabled space in the car park must not be abused by other car park users. A large toilet cubicle has grab bars installed. School must be mindful that further works may need to take place depending on needs.	H&S Officer SLT School office	June 2026 Ongoing Ongoing Ongoing	Availability of a safe, well-fitting ramp to main entrance step. A disabled parking space available. A rapid response to new or changing needs of pupils
	Certain children have specific equipment and setting arrangements that have been implemented to meet their needs.	Short term	Ensure equipment is in school & accessible	Class teachers	Ongoing	The class environment evolves to meet the needs of individual pupils.
	Steps to access the playground have white edges	Short term	Ensure that the paint is always clear	BOM/Headteacher	Ongoing	Clearly marked steps .

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Induction loops • Pictorial representations	Short term	Ensure that the school responds to new or changing communication needs of the school community.	SLT	Ongoing	Information understood and accessible to all.

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Local Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Special Educational Needs (SEN) information report
- Supporting Pupils with Medical Conditions policy
- Single Equality Scheme
- Special Educational Needs policy
- Staff Behaviour policy
- Behaviour & Discipline policy
- Curriculum policies
- Our School Vision
- Our School Values