Coppice Primary Academy Accessibility Plan (AP) September 2026

"At Coppice Primary Academy we believe that all children have the right to an inclusive learning curriculum and have equality of opportunities regardless of need."

The Disability Equality Duty

The Equality Act 2010 came into force in October 2010 and requires all schools to promote equality of opportunity for disabled people and provide equal opportunities for all regardless of race, gender, sexual orientation, disability, religion or belief, gender reassignment and pregnancy or maternity.

There are three key duties towards disabled pupils:

- 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 including activities outside the normal parameters of the school day. This includes access to extra-curricular activities and learning outside the school day e.g Year 6 residential visit to London.

Click on the link below to access the Equality Act 2010 and school guidance 2014.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Coppice's Special educational needs (SEN) information report.
https://www.coppiceprimaryacademy.co.uk/docs/send/Coppice_SEND_Information_Report_2026-27.pdf

Oldham's Children and young people with SEND (Local Offer).
https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

Focus Trust Special Educational Needs and Disabilities (SEND 2026 – 2027).
https://www.focus-trust.co.uk/docs/policies/SEND_Policy.pdf

Accessibility Plan

This policy sets out the proposals of the school to increase access to education for all children and those with Special Educational Needs and / or Disabilities in the three key areas.

- **Priority 1** - Increase the extent to which disabled pupils can participate in the curriculum.
- **Priority 2** – Increase staff confidence through high quality training so that all children can participate in the curriculum.
- **Priority 3** - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide.
- **Priority 4** - Improve the availability of accessible information to disabled pupils.

Priority 1: Increase the extent to which disabled pupils are able to participate in all aspects of the school curriculum, incorporating access to outdoor learning, forest school, extra-curricular activities, sporting and physical activities and educational visits including Young Voices and London Residential.

- It is our intent that every child will be offered / will access at least one extra-curricular activity throughout the year from Year 1 to Year 6 and 50% of the children in Reception.
- Head of Academy will track Coppice's extra-curricular offer to ensure that all children are offered / have accessed an extra-curricular activity throughout the school year 2026 – 2027.
- School Leadership Roles will include representatives from the whole school community – gender, pupil premium, SEND and ages. For example, the School Council will include at least two children with Special Educational Needs if these are not democratically chosen by their peers from across KS2.
- Oldham School Games activities have been diarised to allow children with SEND to access activities. These include Boccia, Ten Pin Bowling, Archery, Curling, Tri Golf and Cricket. These are additional to Coppice's sporting offer throughout the academic year.
- Continue to raise the awareness of the Disability Equality Scheme and Accessibility Plan with all staff and governors through the staff briefing and through discussions with the SEND Link Governor Mrs Swift and shared with the governing body.
- Continue to provide opportunities for partnership working between home and school and school and home through parent meetings, workshops and craft sessions (Universal / Targeted Offer).
- Continue to ensure that all children have access to at least good teaching at all times from highly trained staff with a specific focus on vocabulary development 'Golden Thread', Speech, Language and Communication, early reading, early writing and early maths development (Fundamental learning skills)
- Interventions continue to be targeted to meet the needs of our most vulnerable children and enable them to make accelerated progress and meet their true potential. High intervention areas have been designed to meet the needs and provision as outlined in children's Education Health and Care Plans.
- Support is sought from external agencies to allow children to access a broad and balanced curriculum, which is pitched and matched to their individual starting points.
- WELLCOMM Speech & Language Intervention is used to support language development for children in Nursery, Reception and Year 1.
- All children have the opportunity to attend and participate in educational visits e.g Year 6 residential to London, Bridgewater Hall, visits to the farm, museums (Portland basin and Manchester Museum and religious buildings. Educational visits are carefully planned and adapted wherever possible to ensure that all children are able to attend and access learning alongside their peers.
- Year 4 children are given the opportunity to access weekly swimming lessons with school and adaptations and risk assessments are provided to ensure all children can participate. School have also provided staff through school and the Leisure Centre to support children with additional and complex needs.
- School have a trained practitioner who delivers set clinic based targets with identified children throughout school.
- It is our aim that all children participate in forest school/outdoor learning throughout the year and children are grouped carefully to enable them to access this successfully.
- Some children access the school high intervention inclusion spaces 'The Meadow' and 'The Nest' (Sensory room). These children also access learning alongside their peers for set times during the school day.

Priority 2: To provide up to date training to meet the current needs of the children / staff at Coppice and the changing needs of the school community.

- All staff to continue to attend high quality training provided by leaders within the Academy, outside agencies and Focus Trust (Community Learning Days / Responsive Learning Offer)
- Staff have also participated in a range of CPD opportunities such as First Aid, Executive function, Continuous Provision and the role of the adult, Griffin OT fine motor, SHREC approach, Colourful Semantics, Vocabulary training, Mediated Learning Support Approach, The Writing Revolution, Attention Autism, Lego Therapy etc.
- All staff complete Allergy, Asthma and Anaphylaxis Training (IHASCO Online Learning as well as face to face training delivered by the school nursing service).
- All staff complete statutory online training such as health and safety, moving and handling, Fire safety, unconscious bias, sexual harassment and mental health and well-being.
- All staff have been signposted to the OSSS training calendar and Whole School SEND where they can sign up for a range of training programs.
- All Personal Care Plans are updated and reflect the needs of the children with complex medical needs and who require personal care in line with the Focus Trust Intimate Care Policy.
- Class teachers alongside support from the SENDCo produce Pupil Emergency Evacuation Plans, Individual classroom risk assessments and Outdoor learning / Forest School risk assessments for all children with an Education Health and Care Plan and those who are deemed vulnerable.
- Recommendations and advice from outside agencies are fully implemented this includes physical access to the classroom and use of technology/equipment e.g radio mic.

Priority 3: <u>Improving the Physical Environment of the school</u>

- Ensure that all children can access outdoor learning and Forest School activities.
- Ensure that any school-based improvements (changes of access requirements) meet the needs of the community e.g. updating physical access to classrooms.
- Ensure that all children are able to attend, access and participate fully in educational visits and take part in all areas of the curriculum before, during and after-school.

Priority 4: <u>To improve the delivery of information to pupils and parents with a Special Educational Need & / or Disability.</u>

- Continue to provide the availability of written material in alternative formats when required and ensure that all parents are aware of this universal offer.
- Continue to signpost parents to Coppice's website re. SEN Information Report and Oldham's Local Offer.
- Ensure that, wherever possible, information is presented in a timely manner to provide parents with as much notice as possible e.g. communications (letter / parent texts / newsletters), training opportunities (bespoke / universal offer) and dates and times for meetings and being flexible in the way that these meetings are held (face to face / Online (TEAMS)).
- Coffee mornings and parent workshops are run throughout the year to share information and support parents to help their children at home.
- Senior leaders work in partnership with parents to attend and liaise with POINT and SENDIASS service.

<u>Additional Duties</u>

Part 5a of the Disability Discrimination Act (DDA) requires schools to publish a disability equality scheme which sets out how the school will:

- promote equality of opportunity between disabled people and other people;
- eliminate unlawful discrimination;
- eliminate disability related harassment;
- promote positive attitudes towards disabled people;
- take steps to reduce the discrimination between disabled and non-disabled children and adults;
- encourage disabled people's participation in public life, and;
- take steps to take into account people's disabilities, even where that may involve more favourable

treatment.

The Scheme covers pupils, staff, parents and users of the school.

Disability Definition

The DDA defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long-term adverse effect on their duty to carry out normal day to day activities". This includes:

- Physical impairment which includes sensory impairments.
- Mental impairments which include mental illnesses and learning difficulties.
  - Substantial means more than minor or trivial.
  - Long term is defined as 12 months or more.

With regard to our children, those children who are at SEN Code of Practice (September 2014): School Support and/or have an Education Health & Care Plan **will count as "disabled".** Those pupils who are not defined as having special educational needs but who, for example, may have severe asthma; arthritis, epilepsy, severe allergies or diabetes will also be defined as "disabled" in terms of the DDA.

Not all pupils who exhibit "challenging behaviour" will meet the above disability definition requirement but those pupils, who, as a result of the Special Educational Needs and / or Disabilities Graduated Response and Assessment process, have been identified as having "social, emotional and mental health difficulties" (PLASC codes in line with Code of Practice 2014) will be included in the scope of the DDA disability definition.

Disability Equality Duty Implementation

In furtherance of our requirements under the DDA, Coppice has:

- Involved pupils, parents and staff, including those with a disability in producing a Disability Equality Scheme and Accessibility Plan through ongoing communication with parents through SEND meetings, coffee mornings and parent's evenings. These are termly.
- Published the Disability Equality Scheme and Accessibility Plan and made it publicly available including publishing the Disability Equality Scheme on the school website and signposting parents to a copy of the policy and plan.
- Demonstrated that the school has taken or identified action to achieve the appropriate outcomes and;
  - Arranged to report on progress and review and revise the Disability Equality Scheme /Accessibility Plan on an annual basis. This is then shared with the SEND Governor and then all Governors.
  - Reported on the Disability Equality Scheme / Accessibility Plan to the SEND governor Mrs. Swift on a termly basis
  - Published the 'Special Educational Needs and / or Disability Information report on the school website.

Disability Equality Scheme: Vision and Values - 'Learn and Grow Together'

At Coppice we continuously strive to ensure that everyone in our school is treated with respect and dignity and we place the child in the centre of the learning process. Each person in our school will be given fair and equal opportunities to develop his or her potential with full regard to race, gender, sexual orientation, gender reassignment, ethnicity, cultural and religious background, sexuality or disability.

Coppice has high expectations and high aspirations for all its pupils and expects them to participate, contribute to and achieve success, in all aspects of their school life. We are committed to equal opportunities in its widest interpretation but especially so for our learners by removing any potential barriers to learning and ensuring we seek to respond to their diverse and often complex individual

needs. Coppice's motto 'Learn & Grow Together'

It is the intention of Coppice, to ensure that all aspects of school life are equally accessible to everyone and that the school is committed to making reasonable adjustments for all individuals with disabilities. The vision of the school is to ensure that all our disabled pupils, parents and visitors have optimum participation, contribution and achievement opportunities 'All Staff All Children'

Pupils with Special Educational Needs and / or disabilities (SEND) take a full and active role in all aspect of school life. All pupils contribute and participate in whole school or class activities including access to learning opportunities outside the classroom.

Staff are committed to meeting the needs of all learners through a 'Child Centred Approach' to teaching and learning, placing the child at the centre of their learning journey. We ensure through continued staff development and regular, rigorous monitoring, effective partnership and multi-agency working, that our day-to-day teaching (universal offer) meets the needs of each learner. Analysis and evaluation of assessments enables us to implement interventions tailored to meet individual needs and ensuring value for money using the Education Endowment Foundation. This includes both published interventions and school based bespoke interventions. (Wave 2)

Coppice works closely with outside agencies and professionals to ensure children are able to access an inclusive curriculum and ensures that the vast majority of children make at least good progress from their individual starting points. The quality of teaching for all children is at least good and the provision for children with SEND is at least good. Staff continue to receive additional training and feedback around responsive teaching and promoting independence across the curriculum.

Careful monitoring of learning provision and data ensures that interventions are narrowing the gap and where this is not deemed to be effective, the school makes the necessary adjustments to ensure that the child continues to make progress from their individual starting points. This may involve working collaboratively with a range of stakeholders ensuring that the child/YP remains at the centre of the process.

The achievements of all pupils are celebrated, and this is facilitated through the PSHE curriculum, with a focus on the wellbeing of all learners throughout the school (children, staff and parents). This has helped raise positive attitudes towards children and young people with learning difficulties and disabilities. Children with specific mobility needs or those that have an Education Health and Care Plan or vulnerable groups have;

- their own risk assessments for external visits,
- individual risk assessments for outdoor learning / forest school/ the classroom,
- pupil emergency evacuation plan (PEEP)

This also includes personal care plans for identified children.

Parents and visitors to school have a positive opinion and high regard for the manner in which school attends to the well-being of all its pupils.

Members of staff with disabilities are encouraged to discuss their needs in confidence with Mr A. Hulmes (Head of Academy) or Mr J. Taylor (Executive Principal) who upon behalf of the Governing Body will endeavour to meet their needs as sensitively as possible. Coppice Primary Academy is recognised as an inclusive barrier free school.

Implementation and Review

The Coppice Disability Equality Scheme and Accessibility Plan will be made widely available, and will be published on the school website. A copy will be made available to Governors and available

to all staff through the online handbook. Parents and pupils have taken an active part in forming discussions around the policy. Copies are readily available upon request. The essence of the policy is disseminated to pupils through whole school assemblies, the curriculum, PSHE curriculum and the School Council. The Disability Equality Scheme and Accessibility Plan will be reviewed on an annual basis by the SENDCo with findings reported to the governors on an annual basis.

This policy will be reviewed in September 2027 in line with the Accessibility Plan or sooner as required.

Mr. Hulmes (Head of Academy) and Mrs Newall (SENDCo) 23rd October 2026