



Accessibility Plan

Date Published	July 2023
Version	1
Approved Date	July 2023
Review Cycle	Annual
Review Date	July 2024

An academy within:



"Learning together, to be the best we can be"

1. Aims

1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:

- Increase the extent to which disabled people 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.

1.2. At Coppice School we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1.3. Our schools principles and values which relate to equality and inclusion;

‘No Limits’ - An ambitious offer to all pupils which develops and nurtures...

- Life-Long Learning & Knowledge – Every learner will have the highest standards set for them at a developmentally appropriate level
- Interests & Opportunities – Every learner will have the same access to high quality resources and opportunities
- Mental health and positive wellbeing – Every learner will have the same access to services that will support them holistically
- Imaginative and Meaningful experiences – Every learner will have the same access to a high quality education
- Togetherness & Inclusivity – Every learner will access an equitable education environment

1.4. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.

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

2. Legislation And Guidance

2.1. This plan 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. This defines an individual as disabled if they have a physical or mental impairment that has a “substantial” and “long term” adverse effect on their ability to undertake normal day to day activities.

2.2. 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 definitions include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

2.3. We are required to make “reasonable adjustments” for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.

2.4. This plan complies with the funding agreement and articles of association.

3. Action Plan

3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Monitoring Arrangements

4.1. This plan will be reviewed at least annually in order for it to remain up to date with each new cohort.

5. Links With Other Policies

5.1. This plan is linked with the following policies and documents:

- Nexus Single Equalities Policy
- SEND Annual Statement
- Health and Safety Policy
- Supporting Pupils With Medical Needs Policy

Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
The whole school environment reflects the school vision	<p>New flooring and blinds installed throughout school</p> <p>Programme of works taking place to ensure paint colour schemes through school are in line with autism friendly colour palettes and Biophilic colour palettes.</p> <p>All classrooms have access to an outdoor classroom.</p>	The whole school learning environment is underpinned by Biophilic design, is purposeful and facilitates our vision, practices and curriculum.	<p>3-5 year robust action plan and financial plan in place to ensure affordability and best value for money for the school.</p> <p>Develop the school environment both indoors and outdoors, underpinned by Biophilic principles.</p> <p>Create a training package focused on the importance of our learning environments and the theories behind why they are being developed in</p>	Headteacher	Autumn 2025	<p>All indoor learning environments have flooring, soft furnishings, furniture and resources that support our curriculum and our school vision, and Biophilic design principles are understood and articulated by all staff.</p> <p>The outdoor learning environments are purposeful and developed to support our curriculum and our school vision, they are used as a teaching</p>



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
			such a way, linked to our school vision.			<p>resource and the theory behind learning in the outdoors is understood by all staff.</p> <p>Classroom environments are purposeful, continuous provision is an expectation, is high quality and the theory behind its use is understood by all staff.</p>
3.3 Personal, Social and Health Education (PSHE) is underpinned by The Happy-Centred School (HCS) programme, enhancing the wellbeing and	<p>Procedures and processes for delivering ELSA sessions.</p> <p>Two sessions a week dedicated to HCS, RSE, British Values and SMSC. Progression of skills identified</p>	Pupils will enhance their personal, social and emotional knowledge through the 5 themes of happiness – Self-confidence, Achievement & Success, Positive	Continue to develop the HCS programme, including the refinement of progression maps, appropriate pedagogy and increasing staff	Deputy Head, English Lead, Pupil Parliament Lead	Spring 2024	<p>3.3a) Increased levels of positive wellbeing and happiness for children and staff.</p> <p>Progress in PSHE and HCS is good or better for all children, reflected in the</p>



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
happiness of our whole school community and supporting pupil's mental health	for HCS drivers and the different areas of the PSHE through our bespoke progression maps. This is also entwined with all lessons throughout the curriculum.	Relationships, Support and Coping Skills. This will lead to improved mental health and wellbeing. All pupils have a voice and choice in how they learn and the provision they have access too.	knowledge and skills. Consider how the HCS ethos and areas intertwine into the development of a supportive culture for staff Become a UNICEF Rights Respecting school – aiming for the gold award by July 2025. Continue to research and develop pupil voice and agency through school linked to the 4 curriculum pathways. Continue to develop the			schools QA systems. UNICEF Rights Respecting School award and recognition. The 5 principles of equality, dignity, respect, non-discrimination and participation underpin our values and the fundamental British Values. Pupil Parliament priorities and agendas will link to the schools work, and be a way in which student voice and agency can be sought, gathered and listened to.



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
			schools Pupil Parliament, the way it promotes pupil agency and voice through the fundamental British Values, and how it shapes and contributes to the work of the school.			<p>Communication approaches for all children in school are appropriate and meaningful.</p> <p>All children have a voice that is heard and listened to.</p>
Developmentally appropriate pedagogies support the curriculum	<p>SLT have created colour provision band posters with pedagogical approaches identified for each pathway. These were introduced and explained in whole school training.</p> <p>SLT identify in Drop-ins and Pop-ins WWW</p>	<p>Gather and assess research and evidence related to SEND pedagogy, explore and develop this to enable staff to teach pupils to the highest standards in line with our school vision.</p> <p>Research the EEF 'Five a Day' Approach</p>	<p>Continue to develop pedagogy across school enabling learners to embed knowledge and skills into their long-term memory and to utilise this knowledge in a meaningful and effective way.</p>	Deputy Headteacher, Assistant Headteachers	Summer 2025	<p>95% of pupils are achieving their outcomes and are making good or better progress holistically.</p> <p>A toolbox of pedagogies is created, understood and utilised by staff in school to support different learning styles and</p>



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
	<p>and EBI's giving support and advice about the appropriate pedagogical approaches.</p> <p>As part of the support and challenge discussion SLT conduct book and planning scrutinies. Identifying WWW and EBI's in line with development.</p>	<p>to SEND and implement the findings in school.</p> <p>Develop strong pedagogical knowledge, understanding and confidence for Leaders and Staff through Partnership Working, Research, Networks and Professional Development.</p>				<p>developmental levels.</p> <p>Staff can clearly articulate the pedagogies used and the underpinning theory behind them.</p>
Learning resources support and facilitate the No Limits curriculum intent and its implementation	All classrooms and outdoor classrooms have sensory/water and sand trays. Resources purchased by SLT and the OT	Resources and materials are high quality and facilitate learning, teaching and the curriculum vision.	2.3a) Create a 3-5-year robust action plan and financial plan in place to ensure affordability and best value for money for the school together	Headteacher	Summer 2025	95% of pupils are achieving their outcomes and are making good or better progress holistically.



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
	<p>to support life-long learning, self-regulation and behaviours learning.</p> <p>Staff are beginning to purchase resources made from or derived from natural resources are purchased to ensure our Biophilic ethos is threaded throughout.</p> <p>Currently purchased Coppice core books that cover a wide range of genres featuring diverse range of authors.</p> <p>Multi-lingual library to</p>		<p>with the trust procurement lead.</p> <p>Key resource banks linked to subjects, levels of development and pedagogy are devised and utilised by staff. Resources are sustainable and have natural links wherever possible.</p> <p>Schools utilise upcycled and recycled resources wherever possible if they are high quality and support our school and curriculum vision.</p>			Classrooms and shared areas are equipped with appropriate resources, ensuring that the curriculum and its associated pedagogies can be taught correctly.



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
	support our EAL pupils.					
Promote equality of opportunity, diversity and the fundamental British values within our school and in the wider community.	<p>Pupil Parliaments takes place termly with bespoke package for our Pre-Formal pathway. Each class has an elected member of the school parliament.</p> <p>We promote diversity by ensuring our pupils are seen within the community through fortnightly visits and enrichment opportunities.</p>	<p>Pupils experience a wealth of meaningful opportunities during their school life, to learn about diversity, cultures, religions, and differences in the world.</p> <p>Pupils understand, appreciate and respect differences in the world and its people.</p> <p>Pupils are prepared for life in modern Britain effectively having</p>	<p>Utilise the enrichment and entitlement offer to ensure that the wider community, schools etc. can support our work as a school and provide pupils with a wealth of opportunities.</p> <p>Build links with the community, schools, colleges and businesses to promote diversity and the importance of inclusivity through meaningful learning linked to the</p>			<p>The enrichment and entitlement offer is varied and progressive. It incorporates experiences and opportunities that develop pupils cultural and religious knowledge, and is diverse in nature.</p> <p>Links with the local community, schools, colleges and businesses are strong, support the offer of the school and promote equality of opportunity and inclusivity.</p>



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
		developed a developmentally appropriate understanding of the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	<p>curriculum, e.g. sports.</p> <p>Understanding & CPD of how the 5 fundamental British Values underpins our school values and links to the work of the Pupil parliament.</p> <p>Ensure learning resources reflect diversity, cultures, protected characteristics, religions and inclusivity.</p>			<p>Evidence towards the enrichment and entitlement offer will be offered in a pupil friendly version, so all pupils can reflect upon their achievements, successes and memories.</p> <p>British Values are the key values of the Pupil Parliament and their work.</p>