

Copthorne C.E. Junior School

Accessibility Plan

**Approved July 2026
To be reviewed July 2028**

TO BE READ IN CONJUNCTION WITH
THE DISABILITY EQUALITY POLICY

COPTHORNE C. E. JUNIOR SCHOOL ACCESSIBILITY PLAN

Introduction

This document links with the School's Equal Opportunities and Disability Policy.
It identifies the school's objectives and the strategies in place to meet set targets.

Where areas are identified as needing improvement, the planned actions to enable such improvements are stated along with the proposed timescale for implementation.

Ownership of the Plan

The Governing body is responsible for the Accessibility Plan.

The Access plan is divided into three main areas:

- A. Access to the Curriculum
- B. Access to the Physical Environment
- C. Access to Information

	ACCESS TO CURRICULUM			
Target	Action	Timeframe	Responsibility	Desired Outcomes
A1: Inclusion is fully incorporated into school life	All issues of inclusion are discussed as a whole School, with all staff, Governors and pupils. Parents are clear about the School's inclusive attitude via the vision statement, school website and policy documents. The theme of equality is part of worship and school lessons. This is incorporated in the history and the RSHE lessons. Training to implement good practice following the West Sussex guidance 'Promoting Equality and Tackling Racism'.	ONGOING	HEAD/SLT	Pupils and staff have greater understanding of disability issues. Good relationships exist between pupils with all pupils being treated equally. All groups of society are treated equally and with respect and valuing their beliefs and cultures.
A2. Understand others with social and emotional disabilities. Children will know that we live in a diverse society where adults and children have different needs and priorities.	Medium- and short-term cross-curricular planning will deliver Spiritual, Moral, social and Cultural (SMSC) development and RSHE curriculum. Appropriate resourcing and development of expertise. 2 adults who have been ELSA trained will share knowledge learnt and resources to promote social interaction and communication. Autism Ambassadors in place	ONGOING	HEAD/SLT	Planning and pupil voice will show that children can articulate themes and issues relating to SMSC. Worship plans incorporate spiritual development with explicit discussion about Jesus' teachings.
A3: To ensure that all staff are aware of current disabled pupils' needs with regard to curriculum access	Information shared at staff meetings/liaison meetings regularly. Access plans for individual disabled children is part of the ILP setting process. Class Teachers and Learning Support Assistants (LSAs) are fully involved.	ONGOING	HEAD/SLT	Whole school understanding of pupils' needs and any special arrangements.
A4: To ensure that all children are included in all lessons, regardless of disability via appropriate differentiation	Training provided by Inclusion manager in order to adapt the curriculum to suit the needs of all children. Advice and support to offer help with alternative strategies, and methods of scaffolding. Continue to use links with local schools, via EGGS, NEST SEN hub and the local Special School, to improve understanding of how to adapt the curriculum for disabled pupils and use of recommended resources. Adaptions are identified for each subject.	ONGOING	HEAD/SLT	Pupils with disabilities have increased access to the curriculum. Increase bank of resources using apps for Ipad. Increased use of Ipads and chrome books to overcome barriers and to enable children to learn well.

	ACCESS TO THE CURRICULUM (continued)			
Target	Actions	Timeframe	Responsibility	Desired Outcomes
A5: To ensure all staff have access to relevant and specific training on disability/SEN issues	Training in line with School priorities and SDP. Use of LBAT, Educational Psychologist, ASCT and EMTAS to give advice and training for whole school approach and for individual training.	ONGOING	HEAD/SLT	Staff have better understanding and are able to use a wider range of strategies in the classroom.
A6: Ensure all school trips are accessible to all	All pupils have opportunity to attend school visits. When planning trips staff consider the facilities venues have in place. They contact the venue in advance and work with staff there to plan for children with additional needs. If an occasion arises where a venue is not equipped with the necessary facilities staff will consider alternative venues. If no alternative exists they will consult the Head Teacher, Inclusion Manager and the child's parents to discuss a suitable way forward. Specific needs assessed as part of overall risk assessment. LSA support provided as necessary. School ensures pupil safety at all times and reserves the right to refuse if pupil behaviour threatens safety of others. Individual risk assessment and behaviour plan for trips written in conjunction with Inclusion Manager, when there is an increased risk of unsafe behaviours . Appointed persons responsible for medication on trips. Medical information details updated regularly and all staff kept informed. Helpers given information relevant to their group. Venues informed of medical conditions/allergies as appropriate.	ONGOING	HEAD/SLT	Outings and school residential journeys are accessible to all.
A7: Ensure the PE Curriculum is accessible to all pupils on roll	Review policy and update as necessary. Adaptations identified and included within sessions.	ONGOING	HEAD/ CURRICULUM Leader for PE	Policy updated accordingly.
A8: Ensure disabled children are offered equal opportunity to participate in after school activities	Liaise as necessary with outside organisers of our activities, such as sports, music, chess, cooking, etc. Adaptions are made and communicated to all relevant staff.	AT BEGINNING OF EVERY TERM	HEAD/SLT	All activities available to all interested pupils.

	ACCESS TO PHYSICAL ENVIRONMENT			
Target	Actions	Timeframe	Responsibility	Desired Outcomes
B1: Best endeavours will be made to enable the inclusion of disabled pupils to our School, once needs have been identified	Information gathered via admission form and pre-visits. SLT to discuss possible adjustments and refer to West Sussex County Council and the Governing Body.	ACCORDING TO NEED	HEAD/SLT	Best endeavours made to include disabled pupils within the boundaries set by available budget and feasibility studies.
B2: All building improvement work will be planned with particular attention to disabled access and use	All plans to include best access arrangements (as far as reasonably practical).	ONGOING	HEAD/SLT	Continued development of the school buildings to facilitate improved access to all.
B3: School staff are kept informed of access issues and building plans	Updates in Staff meetings.	ONGOING	HEAD/SLT	All staff aware of proposed changes.
B4: All Staff are aware of the access needs of disabled children, staff and parent/carers currently involved in the School	Staff informed at staff meetings and updated as, and when, new pupils/parents join the school community.	ONGOING	HEAD/SLT	Communication between all staff good. All well informed by SLT.

	ACCESS TO INFORMATION			
Target	Action	Timeframe	Responsibility	Desired Outcomes
C1: Ensure that information is made accessible to pupils (and parents) with disabilities, or for whom English is not their first language	Liaise closely with West Sussex to enable parents to receive and understand the necessary information and resources available to them. Follow advice and recommendations to develop plans to make information more accessible. Use of google translate to be able to converse, access the website Organise translators to collect vital information. Review best form of communication including use of text messaging and email Open door policy so 1:1 help with communication is available with ICT equipment available. Access training and support from Ethnic Minority and Traveller Achievement Service.	ONGOING	HEAD/OFFICE STAFF/SLT	Pupils/parents with disabilities have greater access to information and feel included within the school community. School able to respond quickly to requests for information in alternative formats.
C2: Ensure admission information includes a section regarding any special information access arrangements required	School admission form utilised to gather necessary information.	SUMMER TERM	OFFICE	Improved information held by office. More effective dissemination between School and Home.