

THE COPPICE ACADEMY

ACCESSIBILITY PLAN, DISABILITY AND EQUALITY SCHEME POLICY 2022-2024

Developed:

Revised: 22.9.22

Review Date:
September 2024



DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN 2020/2024

1A: The purpose and direction of the academy's plan: vision and values

Vision and values

The Coppice Academy's statement of vision and values sets purpose and direction for the plan and provides a framework for evaluation.

- The Coppice Academy provides quality education for students aged 11- 16 years of age with highly individual personal learning requirements. The Coppice Academy is part of the Shaw Education Trust.
- As a place of employment, The Coppice Academy will strive to meet the needs of all employees and to support their full inclusion into the workplace. Where necessary, reasonable adjustments will be made when accessibility needs are identified through audit. The Coppice also provides tailored work-related learning experience for many of its students.
- As an Academy we strive to provide a community resource that is completely accessible to all our stakeholders.
- The purpose of the Coppice Academy Disability Equality Scheme and Accessibility Plan will be to assess and evaluate present provision. The resultant information gained through audit will facilitate the removal of all barriers.
- The Coppice Academy works hard to ensure that our students can, with the support of the academy, access the wider community for work experience placements, vocational learning opportunities, visits etc.

Information from student data and academy audit

(1) Key starting points for the Coppice Academy's plan has been the assessment of:

- The nature of the academy's community:
- An audit of students, staff, parents/carers, Academy Council, and other relevant stakeholders as appropriate.

The Equality Act 2010 makes discrimination against disabled individuals unlawful in respect of their access to education.

The Act makes it unlawful for the Academy Council to discriminate against a student with a disability. Discrimination can take place in two ways; treating a student **less favourably** for a reason relating to their disability and/or failing to **make reasonable adjustments** to ensure disabled students are not placed at a substantial disadvantage.

The Act applies to all activities/facilities provided for students and is anticipatory. It covers education and associated services such as

- Preparation for entry into the academy
- The curriculum and teaching and learning
- Classroom organization and timetabling
- Groupings of students
- Homework and access to academy facilities
- Enrichment activities to supplement the curriculum, including
- residential activities
- Academy policies
- Breaks and lunchtimes and interactions with peers
- Assessment and exam arrangements
- Academy discipline and sanctions and exclusion procedures
- Academy arrangements for working with other agencies
- Preparation of students for transition to the next phase of education.

This list is not definitive. Academy Councillors are expected to meet all challenges as they arrive. Staff at Coppice Academy are highly experienced and motivated to provide quality education for all our students. Continuing Professional Development plays a role in ensuring that all staff gain ongoing knowledge and expertise relating to disability issues and their duty to provide reasonable adjustments.

The physical environment of the academy enables those with a physical disability to access all areas of the main site. Further developments will be highlighted in the Accessibility Action Plan.

Coppice Academy's curriculum is developed to enable those with a disability to access all areas of the academy. Further developments will be highlighted in the accessibility action plan. All Coppice Academy policies, practices and procedures relating to anti-bullying and harassment, enrichment activities, timetabling, intimate procedures, and administration are developed, written and evaluated with regard to the special needs of the students and other stakeholders.

Information about The Coppice Academy is provided in a written format via academy brochure, newsletters and student reports. Information is also available from the Academy's website. Alternative formats/ language are available on request.

The Coppice Academy Development Plan is a working document in which we strive to meet the needs of our present and future stakeholders. Relevant sections will be included in the accessibility action plan.

1C: Views of those consulted during the development of the plan

The Coppice Academy Disability Equality and Accessibility Plan has been informed by the involvement of and consultation with

- Students including Student Council
- Parents/carers
- Staff
- Academy Councillors
- Shaw Education Trust
- External partners including Clinical Psychologist, SaLT, Local authority, physiotherapist, Occupational Therapist, Academy Nurse and Careers Service.

Developing the DES/AP

2A: Increasing the extent to which The Coppice Academy students can participate in the academy curriculum.

The working party looked to evaluate:

- The impact the delivered curriculum has upon students with disabilities.
- The effectiveness of short-term planning in identifying the range of reasonable adjustments being made
- The appropriate deployment of adult and peer support
- How the curriculum supports awareness of and positive attitudes towards disability.
- Effective access to specialist advice and support.

The working party used this information to develop the original three-year rolling programme which has been updated regularly.

2B: Improving the physical environment of The Coppice Academy.

Attention was paid to:

- Safety of all entrances. Front gate is secure gate. Fob entrance front door and doors in and out of reception and fobs for staff
- Improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings. Improvements to toilets, washing and changing facilities
- Changes to the layout of the playground and other common areas • The provision of furniture and equipment to improve access.

2C: Improving the delivery to disabled stakeholders of information that is provided in writing.

Attention was paid to:

- handouts, timetables, worksheets, notices, academy websites, letters, prospectus, information about academy events etc., through the use of large print, in simplified language, DVD access, sign language, symbol system, read aloud software etc.

Identifying the appropriate format must take account of:

- The impairments: increasing access to information may be improved for particular groups of students by particular approaches.
- Preferences expressed by students or their parents/carers.

The working party used this information to develop the original three-year rolling programme which has been regularly updated.

Making it happen

3A: Management, coordination, and implementation.

- The Coppice Academy DES/AP will be reviewed and revised every two years by the Academy Council
- Findings of the review will be presented to the Principal and Academy Council of Coppice Academy who will plan for any further reasonable adjustments.

3B: Publishing the Academy's plan.

The Coppice Academy's updated Disability Equality Scheme and Accessibility Plan will be available to all stakeholders through the Academy's website. Printed copies will be available to stakeholders when requested.

Name of Policy	Disability Equality Scheme and Accessibility Plan	
Approved by	Academy Council July 2020	
Review Date	September 2024	Review Cycle: Every two years
Signed by Principal		D. Ahearn
Signed by Chair of Academy Council		A. Curtis