

School Ethos, Vision and Values

At Copnor Primary School, we are committed to ensuring equality of education and opportunity for individuals of all ethnic groupings, classes, abilities or disabilities. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At Copnor Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. We encourage pupils and staff to:

- appreciate that everyone has a contribution to make to the school and wider community
- develop respect for themselves and for others
- acknowledge and accept different and diverse abilities and disabilities without stereotype or prejudice

What do we understand by 'disability'?

Definition of disability

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

What 'substantial' and 'long-term' mean ?

- 'substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection.

Disability in Education

It's against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- direct discrimination, for example refusing admission to a student or excluding them because of disability
- indirect discrimination, for example only providing application forms in one format that may not be accessible
- discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation, for example suspending a disabled student because they've complained about harassment

Reasonable adjustments

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment).

Schools are not subject to the reasonable adjustment duty to make alterations to physical features, like adding ramps. They must make the buildings accessible for their disabled pupils as part of their overall planning duties.

Special educational needs and disabilities (SEND)

All publicly funded pre-schools, nurseries, state schools and local authorities must try to identify and help assess children with special educational needs and disabilities (SEND).

If a child has an Education, Health and Care (EHC) plan or a statement of special educational needs, these must be reviewed annually.

Meeting the Accessibility Plan

We welcome applications from pupils with disabilities. In order to ensure that action is taken to meet the Equality Act 2010. Copnor Primary School has drawn up an action plan to meet the requirements outlined. This action plan has been shaped in consultation with disabled people as outlined in the previous section. Listed below are the strengths and barriers we have already identified within our school community.

Strengths

- Experience - over recent years the school successfully included pupils with a range of disabilities including Autistic Spectrum Condition, Attention Deficit and Hyperactivity Disorder, Pragmatic Language Disorders and Alcohol Foetal Syndrome.
- Knowledge - several teaching assistants have received training in meeting the needs of pupils with specific disabilities
- Adaptations – adaptations have been made in the reception area where accessible toilets have been built
- Resources – specific resources have been brought in and used to aid access to the curriculum e.g. sloping boards, hearing aid loops
- External agency advice – this has proved very effective for specific pupils e.g. Autistic Spectrum Condition (Cliffdale Outreach/Harbour School)
- Time - The school's Special Educational Needs Coordinator (SENCO) is non-class based.

Barriers

- Experience – not all members of staff have experience of working with pupils with disabilities and the school has not had experience of pupils with significant physical or mental disabilities
- Knowledge – staff training which has been received has been largely reactive, in response to specific pupils rather than proactive to increase knowledge, skills and understanding of staff in a systematic way
- Adaptations – the school is a large Victorian building with all the limitations this causes e.g. the upper school is on the second floor with no disability access; the semi-open plan areas in the school makes it harder for pupils with hearing impairments to access the curriculum; volume of children throughout the school can be often be a difficult sensory environment for children on the Autistic Spectrum

- Resources – many resources have been ‘pupil specific’ and are now no longer needed; knowledge of what resources are available is limited

Monitoring

To meet the requirements of the Equality Act, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired can access the information. Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Involvelement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Accessibility Plan.

Copnor Primary School has consulted with disabled pupils, staff and service users in the development of our Accessibility Plan by:

- Focus groups
- Questionnaires
- Drop-in sessions

These views have helped develop the Action Plan particularly in the areas of curriculum, information and communication and access.

Responsibilities for implementing the scheme

Responsibilities for ensuring the implementation of specific aspects of the Disability Equality Scheme are identified in the scheme itself.

Resources

Funding for the implementation of the various aspects of the Accessibility Plan are as follows:

- **Increase access to the school curriculum**
- Core budget for salaries of Inclusion Lead and Senior Leadership Team
- Core training budget for INSET expenditure
- Core budget for adaptation of curriculum
- Application for Portsmouth City Council SEN Capital Grant

- **Staff employment and training**
 - PDMs on provision and disabilities run by Inclusions Lead
 - Core budget for CPD
- **Improving the physical environment**
 - Improved wheelchair access in Reception area
 - Disabled/Accessibility toilets in KS1 and KS2 areas
- **Engaging with parents and wider community/Information/Communication**
 - Core budget for salaries for Inclusion Lead and administration staff

Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Accessibility Plan, and to ensure that no adverse impact occurs as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specific timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Accessibility Plan and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Headteacher and Governors and will consider progress towards the stated objectives and targets, revising them as needed and setting new ones where appropriate.

Accessibility Plan - The main priorities in the school's plan

1. Increasing the extent to which disabled pupils can participate in the school curriculum

- Identification of pupils with disabilities
- Curriculum planning – adapted to suit the needs of pupils with disabilities
- Teaching and learning – learning styles, length of time sitting still and listening, extra time given to complete tasks
- Monitoring progress
- Assessment arrangements SATs/Tests

- Resources – IT – e.g. every child has access to a single computer/device for individual work, enlarged font size on monitor screen, Clicker 8 programme used to aid children who have difficulties accessing written work
- Disabled pupils participating in all aspects of school life – school visits/residential visits/afterschool clubs

2. Staff employment and training

- Staff recruitment
- Staff knowledge, skills and understanding of disability issues/needs

3. Accessible physical environment

- Adults and pupils with restricted mobility have access to areas
- Pupils with hearing/visual impairment – orientate themselves around school
- Pupils with ASD/ADHD/SEMH needs have area to calm/regulate their emotions.

4. Engaging with parents and wider community/Information/Communication

- Written information provided to pupils and parents in a variety of formats as requested
- IT to assist with providing support

1. Increasing the extent to which disabled pupils can participate in the school curriculum				
Objective	Targets	Action required	Year	Person(s) responsible
To ensure the appropriate resources are consistently in place and being used throughout the school.	IT devices (iPads/laptops) used for children with motor difficulties. Sloping boards used, large print texts, wobble cushions, etc. Visual timetables are clearly indicated in all classrooms.	Audit resources needed for pupils. Ensure resources are available for use throughout the school. Monitor learning environments through learning walks for use of visual timetables and allocated resources – ipads/laptops, sloping boards, etc.	1	SENDCo SLT & TLL

	Smartboards not on white backgrounds. Coloured worksheets. Coloured filters for reading. Large font in texts.			
To improve access assessment arrangements for pupils with Education, Health and Care Plans (EHCPSSs) in all years.	25% extra time is given to pupils with EHCPs in all year groups when completing assessment tests.	In advance of assessment periods, timetable and ensure pupils with EHCPs are given extra time. Monitor during assessment time.	ongoing	SENDCo, SLT, TLL

To ensure participation of all pupils on residential visits, school trips.	In the instance that a pupil's 1:1 teaching assistant cannot support the child on a residential, adult support will be provided.	All places used by the school for visits and residential are contacted to request copies of their Accessibility Plan. Appropriate transport and support is arranged in advance.	2	Teaching and Learning Leads.
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2. Staff employment and training

Objective	Targets	Action required	Year	Person(s) responsible
Ensure pupils with a disability are identified on transition trackers to ensure identification.	All pupils with a disability identified within the school. Raise levels of awareness of these pupils within school.	Ensure all staff have a copy of their class SEND information and that appropriate information is shared with staff at transition points as well as points of diagnosis.	1	SENDCo

		Ensure HLTA/lunchtime staff/wraparound care are aware of the needs of children with disabilities.	2	AHT
Improve understanding of statutory guidance and current issues regarding disability.	All staff to gain knowledge of the statutory guidelines surrounding disability. Staff know how to plan effectively to provide quality first teaching for all pupils including those children with a disability.	Knowledge disseminated through staff meetings on the Equality Act. INSET/staff training on a range of disabilities. Planning and work scrutiny by SLT to ensure pupils with disabilities are receiving quality first teaching.	2 1 ongoing	AR SENDCo & relevant specialist advisers SLT
To improve understanding of the SEN Code of Practice in relation to disabilities.	All staff to understand what the SEN Code of Practice is and are aware of how respond appropriately to guidelines in the Code of Practice.	PDM on the Code of Practice. Audit knowledge before and after.	2	SENDCo

3. Accessible physical environment				
Objective	Targets	Action required	Year	Person(s)
School floors are free from clutter to provide easier mobility for those adults and pupils who have reduced	Adults and pupils with restricted mobility can enter and use all areas on the lower floor of the school building with ease.	Clear shared areas of unnecessary clutter in order to provide space for wheelchair access.	1	HT/ SENDCo

mobility or require wheelchair access.				
Children with restricted mobility/sensory difficulties given extra time to negotiate busy traffic areas within the school building.	Pupils needing extra time identified within school. Pupils go to classroom, hall and playground 5 minutes early to avoid noise and busy traffic areas in school.	Pupils who have sensory difficulties or restricted mobility identified upon arrival into school. Timetables reviewed to provide appropriate time to travel around school. Adult support given to accompany pupils to appropriate area.	1,2,3	All staff
Pupils with ASD/ADHD/SPD /SEMH needs have a 'safe space' where they can regulate their emotions so they are ready to learn.	Staff are aware of 'safe spaces' in the school to take children who need time away from the classroom. (ELSA room, Outside Play Areas/Sensory Garden/New Sensory Room/Lunchtime Club) Pupils have access to room during school day to reduce levels of anxiety agreed by the appropriate staff. Pupil who require 'movement breaks' or a 'sensory circuit' are identified and provision is outlined on the pupils'	New sensory room is being used effectively. Staff to receive training on sensory needs and correct use of room. Safe Space rooms (The Den, and ELSA room are given names for the children to locate/remember easily and are child friendly. Resources brought in to provide calming atmosphere for pupils, E.g. calming music, beanbags, sensory/fidget toys/wobble cushions/worry monsters/etc.	1	HT/ SENDCo

	Individual Learning Plan (ILP).			
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4. Engaging with parents and wider community/Information/Communication

Objective	Targets	Action required	Year	Person(s)
Accessibility Plan to be made aware to parents and wider community.	Accessibility Plan to be published on the School Website.	Ensure Accessibility Plan can be viewed by parents and wider community.	1	SENDCo
Provide written information to pupils and parents in a variety of formats as requested.	All regular written information given to pupils and/or parents able to be provided in enlarged format.	In response to parental request, school can enlarge printed information (prospectus, newsletters, school reports). In response to parental request, information can be communicated using the telephone for parents with visual impairments or literacy difficulties or e-mail for parents with hearing impairments.	1,2,3 1,2,3	HT, SENDCo Office Manager

Updated: July 2025

Review Date: July 2028