

## **Islington Futures** *A federation of community schools*

### **Copenhagen Primary School**

### **Accessibility Plan 2018 - 2021**

*Supporting Policies:*

*Behaviour and Anti-Bullying Policy*

*SEND Policy*

*Equality Policy*

*Curriculum Policies*

The SEN and Disability Act 2001, extended the Disability Discrimination Act 1995 (DDA) to cover education. The Islington Futures Federation of Community Schools Governing Body recognises and follows the three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

The planning duties of the DDA make three requirements of the Governing Body to increase access to education for disabled pupils:

1. Increasing the extent to which disabled pupils can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The school is required to resource, implement, review and revise their accessibility plan as necessary. This plan will be monitored by the Finance, Premises and Risk Committee. The plan attached sets out the proposals for increasing access to education for disabled pupils.

#### **Copenhagen Primary School**

Under the Disability Discrimination Act 1995, a disability is defined as:

*"A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities".*

The school's Equality Policy is to ensure that there is no discrimination against any sub-group within our community. With this in mind, the school has put in place policies and procedures so that children and people with disabilities are not treated less favourably in the service,

education or support they receive than people without a disability. Meeting these requirements is consistent with the school's SEND Policy as well as the Equality Policy.

We are a community school with an age range of 3 years to 11 years. The school comprises of one large building with additional external toilet facilities in the KS2 playground. The main building has three floors, with mezzanines and a roof garden. There are no lifts available within the school.

The School's Aims:

- Embrace a partnership between the school, home and community
- Every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, faith, gender, sexuality or ability
- Children will be helped to appreciate that they are members of the wider community in its richness and diversity
- Curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values

## Accessibility Plan 2018 - 2021

Objective	Strategy	Outcome	Timeframe	Result
<b>Increasing the extent to which disabled pupils can participate in the school curriculum</b>				
Improve range of skills and experience within the school so that the school is better able to assess and provide for the needs of pupils with SEND	Audit staffs current skills, training and experience – decide on whether to augment these through training or employment of a specialist with these skills and experience	Staff who are secure in their 'diagnosis' of learning difficulties and abilities and able to develop and advise on teaching strategies to enable the pupils with SEND to fully access the curriculum	Ongoing - funding / change in staff	Pupils are more able to access the curriculum regardless of their SEND
Greater awareness of and confidence in dealing with pupils with SEND amongst teachers	Identify areas where knowledge and skills base needs to be extended	More highly trained staff in this area	Ongoing	Pupils are more able to access the curriculum regardless of their SEND  All adults provide effective support to all pupils regardless of SEND
<b>Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services</b>				
Any future plans for further development of the building take DDA issues in to account	Work with LA and contractors when planning modernisations	Improving access around the school building for disabled pupils	Ongoing	Disabled pupils to fully access the school building and environment
<b>Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled</b>				
Increase awareness of staff of the importance of good communication systems	Advice and training as required	Better awareness of employees and adults at the school	Ongoing	Pupils are more able to access the curriculum regardless of their SEND
Look at alternative ways of providing information – e.g. audio versions	Advice from Outreach Services / associations concerned with disability	A stock of information stored in different formats	Ongoing	Pupils are more able to access the curriculum regardless of their SEND