



Co-op Academy
Parkland

Accessibility

Co-op Academy Parkland is committed to improve access to school education for disabled pupils in accordance with Part 4 of the Disability Discrimination Act 1995 and the Equality Act 2010. Requirements will be met by:

- Increasing access to the curriculum for disabled pupils
- Making improvements to the physical environment of the school to increase access to education and associated services
- Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled

Accessibility plan

The below plan is available to parents and includes details of how we will:

- improve the physical environment
- increase access to the curriculum
- make improvements in the provision of information

Improvements to the physical environment

Coop Academy Parkland was built in the 1950s and accommodation is provided on two levels at Key Stage 2. Should children or adults in school require wheelchair or disabled access then this would be provided by holding lessons in a downstairs classroom where possible. Lift access is available to the second floor of school. Additional changes to the school environment will be considered and added to the long term school development plan, dependant on budget constraints, over the next four years. Measures to improve access will be:

- lighting and paint schemes to help visually impaired children
- carpeting and acoustic tiling of classrooms to help hearing impaired pupils

Improving the way information is delivered to disabled pupils

Information that is normally provided in writing (such as hand outs, timetables and textbooks) can be made more accessible by providing it:

- in Braille
- in large print
- on audio-CD
- through sign language
- using a symbol system
- on google chrome and ipad apps

School plans to invest in chromebooks for larger numbers of children to allow them to personalise the way they access and store information and complete work within class and at home.

Increased access to the curriculum

Adjustments that would help disabled children have better access to the curriculum might include:

- changes to teaching and learning arrangements
- classroom organisation
- timetabling
- support from other pupils

Accessible technology

Technology suited to the child's needs can help them learn faster and more easily. This can increase their access to the curriculum.

Examples of technology that can help include:

- software that connects words with pictures
- touch-screen computers, joysticks and tracker balls
- voice-controlled software
- easy-to-use keyboards
- text-to-speech software
- Braille-translation software

The use of ipads and chromebooks will increase as budget allows and pupils with accessibility issues will be prioritised.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- Coop Academy Parkland recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
 - The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
 - The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts and our contracted counselling service, Place 2 Be. Development of assessment of pupils for sensory impairments will continue in line with national improvements and links from specialist school provision maintained to enable accurate assessment and planning of provision.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings etc.

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested etc.

This Plan will contribute to the review and revision of related school policies, e.g.

- School development plan
- Continuing professional Development Plan
- Building and site development plan
- SEN policy
- Equal Opportunities policy

Date of Plan: October 2017

Date of Review: October 2020