

Our vision is ‘to empower our learners to achieve their best outcomes through high quality education, in preparation for life. Here we celebrate being unique individuals and develop unearthed potential’.



Policy	Accessibility Plan	Originator:	Chris Clements
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Accessibility Plan

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Headteacher of Copper Fields School is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Copper Fields School Vision

Our vision is ‘to empower our learners to achieve their best outcomes through high quality education, in preparation for life. Here we celebrate being unique individuals and develop unearthed potential’.

This vision embodies our work at Copper Fields School. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Copper Fields School.

Definition (Equality Act 2010)

“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”. Physical or mental impairment includes sensory impairments and also hidden impairments. In the Disability Discrimination Act 1995 (DDA) ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

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The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. Copper Fields School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

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1. Increase access to the curriculum for students with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

Curriculum – The Current Position

We believe that we have made good progress in the following areas:

- Copper Fields School use of Evidence for Learning available for all staff to monitor progress
- Advanced planning for students based on good information from the Local Authority supporting transitions including enhanced transitions.
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)
- Risk assessments for all young people – monitored and reviewed regularly and at least termly in line with Safeguarding Policy and Keeping Children Safe In Education (KCSIE 2025).
- Interventions are delivered and monitored by staff including specialist clinical staff.
- Developing outstanding learning and teaching across the school
- Progress Reviews enables all students to discuss their learning
- Using Evidence for Learning (EfL) to evidence and assess the progress and achievement of specific students and set attainable targets with high expectations
- Ensuring that school visits and trips are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; ‘mind- friendly’ learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, high-visuals, talking mats and floor mats etc
- Smaller teaching groups

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- Development of mutual support and understanding between colleagues in working with pupils with disabilities

Addition of 6 extra classes across two buildings to provide provision for Early Years (3 classes) and 3 classes (including one teaching kitchen) for Key stage 3 and older learners and checked for accessibility.

Priorities for 2025-28

- To continually assess and evaluate our curriculum to ensure it is accessible for students with disabilities
- To develop sensory areas and spaces outside den/area.
- To continue developing our outside learning area to include easily accessible play areas for children of all ages and ability.
- To ensure that students, staff and parents are consulted to ensure the development of the Accessibility Plan
- Continue to improve access to vocational areas for horticulture and animal care onsite.
- To develop increased vocational learning areas including; Catering and Music.
- Improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

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Physical Access – The Current Position

In summary the school property meets the following material requirements;

- Level access from car park to entrance to all main buildings – student access is on one level.
- Intercom access at front entrance
- Toilets available more than required including disabled access toilets in the main school and Tamar Buildings.
Accessible toilet with raising/lowering changing table
- Shower (x2)
- All internal areas brightly lit (*including with emergency lighting*)



Tamar Building accessible toilet with changing table and shower



Level access to rear buildings, play areas and vocational areas.

Priorities for 2025-28

The forward plan will be developed in response to pupils, staff and other stakeholder’s needs. The criteria for adapting existing or providing alternative arrangements will be assessed against individual’s specific needs. This may include but not be limited to;

- Provision of adapted and/or alternative workplace furniture, fixtures and fittings to meet individuals needs
- Provision of adapted and/or alternative work equipment and tools to meet individuals needs
- Outdoor gym equipment and ODE equipment
- Increase access to IT, and embed evidence for learning

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2. Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Written information -The Current Position

- Visuals including timetables, now and next, spot-timers and talking mats are produced for students and adapted as necessary using total communication and widgets. Staff are trained to use these.
- Class work is carefully scaffolded to ensure it is in line with student ability
- The Accessibility Plan is published and available on the school website
- Newsletters to be completed termly in a suitable format

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, Strategies and documents:

- Curriculum Policy
- Intent of the Curriculum Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Policy
- School Development Plan

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

The School Prospectus will make reference to this Accessibility Plan.

The School’s complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Health and Safety Committee.

Equality Impact Statement

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All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation.

If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Director for Options Autism. Outcomes First Group will then actively respond to the enquiry