



ACCESSIBILITY PLAN 2023

This is a whole school policy and applies to all members of Copthorne Preparatory School including EYFS.

Version:	One
Author:	Mrs S Janman, Deputy Head
Reviewed:	August 2023 *ratified at the full governors board 29 th Jan 2024
Review date:	September 2024
Approved by:	Mrs S Coutinho, Chair of Governors

1 Introduction

- 1.1 This Accessibility Plan has been drawn up in consultation with the Senior Leadership Team and Governors of the School and covers the period from September 2021- September 2024. The plan will be kept under review during this period and will be revised as necessary.
- 1.2 This Accessibility Plan was last reviewed in October 2023.
- 1.3 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 1.4 The plan and other relevant policies can be made available in large print or other accessible format, if required.

2 Background

- 2.1 The school occupies a number of separate buildings which are located on one site in Copthorne surrounded by 55 acres of grass and woodland. The original part of the school was a private residence and is set out over three floors. The building was altered in 1897 when it became Twyford School. In 1902 Copthorne Prep School was founded. There are a number of toilets on each floor of this building. The Chapel and Tower, originally an observatory, is linked to the main school via the music rooms. This part of the school is home to the older children in the Prep School, all members of SLT (except Head of Pre-Prep), kitchen staff and office staff. The boarding facilities are also situated in this part of the building, on the first floor.
- 2.2 The Year 3 – 5 children in the Prep School are predominately taught in the 'New Block' which was built in 1997. This building has two science labs situated in it. Through a lobby the children are also able to access the Sport Hall, which was built in 1984. A dance studio is located on the first floor of the Sports Hall. There is also a main entrance to the Sports Hall via the asphalt.
- 2.3 The school also boasts a swimming pool which was built in the 1980s.
- 2.4 The changing rooms can be found on the edge of the asphalt and are part of the original school building; however, in 1988 the Art Room, followed by the DT room soon after, were connected to this area. These buildings are all located on the ground floor.
- 2.5 The Junior Department or as it is now known, the Pre-Prep, began operating in the Autumn Term 1973 and was officially opened in January 1974. This coincided with the completion of two hard tennis courts which are situated on the bottom playing fields. A third and fourth tennis court were added in early 2000.



- 2.6 The Pre-Prep has around 8 classrooms, 6 of these are based at ground level with access to a disabled toilet and shower facility, there is also an office. Although the main access to the Pre-Prep is stepped, you can also gain entry through the library area which has two double doors suitable for wheelchair access.
- 2.7 As its name suggests, the Coach House Nursery, was originally used as stables and a coach storage area. Before being converted to a Nursery in 1997, half of the building was the Deputy Head's house. It was then extended regularly over a 14-year period to provide 4 Nursery classrooms which are all situated on ground level. There are also a number of toilets and a kitchen area.
- 2.8 At the bottom of the field, there is a full size astro that was built in 2021 – 2022. It has a stepped main access but there is access from the field for those who cannot manage the steps.

3 Welcoming and preparing for disabled pupils

- 3.1 The school has a Senior Leadership Team, as well as the Governors, all of whom regularly review the Accessibility Plan. We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school in the following areas:
- increase the extent to which disabled pupils can participate in the School curriculum.
 - improve the physical environment of the School to increase access to education by disabled pupils.
 - improve the delivery of information to pupils, staff, parents and visitors with disabilities.
- 3.2 This Accessibility Plan should be read with the following policies, strategies and documents:
- School Prospectus
 - Health and Safety Policy
 - Learning Support Policy
- 3.3 Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We provide our teaching and support staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.
- One of the obvious problems which Copthorne Prep has is its lay-out which covers a wide area and the original part of the school was built in the Edwardian times and was obviously fitted without a lift. The boarding facilities pose similar problems in a greater degree because the dormitories and sitting room are situated in the original school and upstairs.
- 3.4 However, Copthorne Prep will make reasonable adjustments to enable disabled pupils as far as is reasonably practicable to overcome any disadvantage felt by a disabled pupil.

4 Context

- 4.1 As at 1st September 2021 Copthorne Prep School has 0 pupils with an EHC Plan. In the Prep School, there are 17 children with PLP's (external reports available) who are monitored twice yearly to assess progress relating to their PLP targets.
- 4.2 We have 11 pupils who are paying for 1 to 1 support, including those with Dyslexia, Autistic Spectrum Disorder, Diabetes, ADHD, weak literacy/numeracy etc. We also have 6 children receiving EAL support. However, we have a total of 52 pupils who are EAL within the school, mostly bilingual. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities and school trips.



4.3 We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Cophorne. We regularly review our staff's needs to ensure they are being met.

5 **Action Plan**

The following areas have been carefully considered by the school and are regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare



Appendix I

Increasing the extent to which disabled pupils can participate in the School curriculum

	Targets	Strategies	Outcome	Timeframe	Staff Responsible	Goals achieved
Short Term	Enable staff to increase their knowledge and understanding of needs of disabled pupils	Training of staff	Staff confidence in providing appropriate teaching and support for disabled pupils	Ongoing	SENCo	Success of disabled pupils in examinations and securing places at their desired senior school
	Supply/offer learning materials in alternative media	Training staff to be aware of pupils' requirements	Staff provided with alternative teaching material	Ongoing	SENCo	Evidence of enhanced learning throughout the year as well as improved examination/tests results.
Medium Term	To investigate how all parts of the curriculum can be delivered using the existing premises structure	To assess and review the needs of our pupils through group staff meetings and whole staff meetings To provide risk assessments for short and long term disability e.g. broken/damaged limbs	Staff confident that the planning of the timetable can be adjusted to accommodate subject/class relocations	Ongoing and when situation present i.e. if a child is on crutches/in a wheelchair due to injury or operation	SLT/SENCo/form tutor	Sharing a plan with all staff when relocation is needed and the ability to meet the needs of the individual pupils.



Improving the physical environment of the School to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Staff Responsible	Goals achieved
Medium term	Provide accessible toilet facilities for disabled pupils and visitors, particularly in the Sports Hall now that we hire facilities and that is the toilet point	Identify appropriate existing facility and improve it	A toilet with disabled access rather than two small toilets - unisex	By 2025	SLT/Maintenance	Improved facilities for disabled students and visitors
Long Term	Provide access to upper storey classrooms if at all practicable. All future building will include disability access	Research and cost lift/staircase	Ability of disabled to access all areas of the School	Ongoing	Approval would be needed from Governors and Finance SLT/Maintenance	Improved access to more areas of the school
Long Term	Provide access to school transport	Research and cost ramps or lifts	School transport can be accessed by disabled pupils	Ongoing when school transport needs re-leasing	SLT/Governors agreement	Improved access to transport system



Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Staff Responsible	Goals achieved
Short Term	Ensuring availability of written material in alternative formats.	Research sources of alternative formats including costings	If needed, the School could provide written information on alternative formats	Ongoing	SENCo leading all staff	Delivery of information to all pupils is improved
Medium Term	To improve the delivery of information provided to all pupils	<p>Smart boards to be set to a cream background as this improves visibility to all children</p> <p>Carpeting and acoustic tiling of classrooms to help hearing impaired pupils</p> <p>New LED room lighting has begun to be installed in teaching rooms</p>	<p>All children will benefit from clearer text</p> <p>All children will benefit from better acoustics</p> <p>All children will benefit from improved light quality in classrooms</p>	<p>Ongoing and reviewing</p> <p>Ongoing programme of maintenance</p> <p>Ongoing programme of maintenance</p>	SENCO leading all staff	<p>Improved access to educational resources</p> <p>Improved facilities for students who suffer with hearing impairments</p> <p>Improved classroom facilities</p>

	Targets	Strategies	Outcome	Timeframe	Staff Responsible	Goals achieved
Long Term	Consider the latest technology that is available to enhance the teaching provided by the School e.g. lap-top/iPads	Research the capabilities of such technology and how it could benefit our pupils	Another teaching resource that could be used to complement the existing teaching methods	Ongoing	IT Manager/SENCo/Governors for finance	Improved facilities for students who would benefit from alternative learning resources.

This policy will be reviewed annually by Governors.