

ACCESSIBILITY PLAN 2025

Version:	One
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Approved by:	

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 2025 - September 2028**. The plan will be kept under review during this period and will be revised as necessary.
- 1.2 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.

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, kitchen staff and office staff. The boarding facilities are also situated in this part of the building, on the first floor.
- 2.2 Reception to Year 4 children 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 has 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 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.
- 2.6 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. Definition of Disability and scope of the plan

- 3.1 A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which pupils with disabilities can participate in the School's curriculum
 - improve the School's physical environment for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
 - improve the delivery of information to pupils with disabilities which is readily accessible to pupils without disabilities.
- 3.2 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 Copthorne. We regularly review our staff's needs to ensure they are being met.

4. How the plan is constructed, monitored and reviewed

- 4.1 The school Senior Leadership Team made up of: Executive Head, Head of School, Deputy Head, Business Manager, consult with wider members of the school staff whose expertise would be of assistance (such as SENCO, Registrar etc.) in order to input recommendations for inclusion in the plan, on an annual basis.
- 4.2 The senior leadership team also consult with staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of pupils with disabilities are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The senior leadership team is responsible for:

- annually reviewing the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils with disabilities
- to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- to review the School's SEN and Disability Policy
- to prepare the School's accessibility plan
- to review such plans and policies as necessary and at least on an annual basis.

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

- 2.7 Admissions
- 2.8 Attainment
- 2.9 Attendance
- 2.10 Behaviour logs
- 2.11 Education
- 2.12 Extra-curricular activities
- 2.13 Physical school environment
- 2.14 Selection and recruitment of staff

2.15 Sporting education and activities

2.16 Staff training

2.17 Welfare

The document is then placed on the agenda for an appropriate sub-committee meeting of the governing body which monitors implementation of the plan including considering which measures have been achieved and where any delay in implementation is foreseen. Minutes recording the review are considered by the full Board.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years. The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.

4.2

5. How the plan is reviewed and monitored

5 Action Plan

ACCESSIBILITY PLAN – AUTUMN 2025

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 – including Rileybot	Another teaching resource that could be used to complement the existing teaching methods	Ongoing	IT Manager/SENCO/Governors for finance	Improved facilities for pupils who would benefit from alternative learning resources.

This policy will be reviewed annually by Governors.