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| **Accessibility Plan**  **2021 -2024**  **(Statutory)** |

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| **Written** | February 2021 | | |
| **Approved by** | Full Governing Body | | |
| **Ratified** | Full Governing Body | **Meeting Date** | 4th March 2021 |
| **Review Cycle** | 3 years | | |
| **Next review** | Spring 1 2024 | | |

**Accessibility Plan 2021-2024**

Corpus Christi Catholic Primary School has been described as having a *‘Christ-centred, thriving, hardworking environment where everyone aims high.’* At Corpus Christi Catholic Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own ‘learning journey’. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of **all** our children matter.

As a school we are committed to providing a fully accessible environment which values and includes pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, emotional and cultural needs. We are also committed to challenging negative attitudes about disability and accessibility, and strive to develop a culture of awareness, tolerance and inclusion.

**Purpose of the Plan**

This plan shows how Corpus Christi Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

**Definition of Disability**

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The test of whether an 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
* Medical
* Social, Emotional and Mental Health

A child’s ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child’s ability to do these things may amount to a disability.

**Statutory Responsibilities**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

**Areas of planning responsibilities**

* Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
* Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
* Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe

**Contextual Information**

Corpus Christi Catholic Primary School was built in the mid-1930s. It is a two storey building which had limited refurbishment prior to 2011.There are limited access points from outside and access to the building is varied (ramps, steps, stairs, level access). There is a ramped access to the entrance of the building, a disabled toilet (2016) located on the ground floor at the front of the building and a lift giving access to the first floor. As a result we aim to meet individual pupil needs on an individual basis.

As a school we have an excellent record with regard to making reasonable adjustments for such children. This includes actions to address physical impairments (e.g. regular training on epipens, insulin, etc) and learning impairments (e.g. individual learning plans, interventions).

Furthermore, we have a long history of teaching pupils with a wide range of Special Educational Needs and without exception, disabled pupils have been fully included in all aspects of school life. The progress of disabled pupils is vigorously tracked and comparisons are made between the achievement and attainment of these children compared with their peers both within school and pupil groups nationally. Where necessary, adaptations are made to the curriculum and equipment available to ensure full access. There is full access to all parts of the physical environment for pupils due to the installation of a lift in 2017/8. Adaptations can be made to timings, playtimes, lunchtimes, school trips, after-school clubs etc to meet the needs of children with specific needs. Considerable emphasis is placed on the use of positive role models and images of disabled people within the school. The requested data for pupils with Educational Health Care Plans and who are receiving ‘Top up’ Funding for inclusion is submitted to the Local Authority (LA) annually so that comparisons with similar pupil groups can be made. Attendance of all disabled pupils is exemplary and where issues of illness are a particular feature of their disability the necessary adaptations to the school day are made.

**Access Audit**

There are limited access points from outside and access to the building is varied (ramps, steps, stairs, level access). There are four teaching spaces on the ground floor The hall is also located on the ground floor and is accessible to all. There is also a lift giving access to the first floor.

On- site parking for staff and visitors in the parish car park includes two dedicated disabled parking bays with another just outside the electric gates. Two entrances to the school are flat or ramped with the main entrance featuring ramped access and a secure lobby which has been fitted with low reception hatches (separate hatch for visitors and pupils) so as to be accessible for wheelchair users. There is one disabled toilet located on the ground floor corridor past the secure access entrance. This is fitted with wide door access, handrail, shower and an emergency pull cord. The school has internal emergency signage and escape routes are clearly marked.

**Information from pupil data and school audit**

The Disability Discrimination Act definition (see: Introduction, above) is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy, asthma, arthritis and cancer. These impairments sit within the definition of disability when they are in the context of ‘substantial and long term’. Like most schools, we have pupils and staff of all backgrounds, needs and abilities.

**Aims and Objectives**

Our aims are:

* **Increase access to the curriculum for pupils with a disability**
* **Improve and maintain access to the physical environment**
* **Improve the delivery of written information to pupils**

**Existing good practice**

We aim to ask about any disability or health condition in early communication with new parents and carers. For parents and carers of children already at the school, we collect information on disability or health conditions through parent consultation meetings or arranging a meeting where the parent or carer can update on any changes. Measures put in place include

* Visual prompts and resources
* Disability awareness promoted through the curriculum and assemblies
* Continued staff CPD – specialised training where appropriate
* Individual risk assessments and Individual Health Care plans in place where necessary
* Intimate care plans in place for pupils who need assistance by an adult
* Thorough risk assessments in place for individual pupils where necessary
* Disabled pupils are able to access a range of activities and clubs beyond the school day
* Specific computer software used to support the learning of pupils e.g. Clicker8, Nessy
* Regular Educational Psychologist service in place for early identification of need and advice
* Regular SaLT input and early intervention
* Liaison with professionals e.g physiotherapists, Occupational Therapists, Hearing Impairment Team etc

**Accessibility Plan- Improving Physical Access**

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| **Target** | **Existing good practice** | **Actions** | **Outcomes** | **Lead Person** | **Cost** | **Timescale** |
| Continue to ensure that, where possible, the school grounds and buildings are physically accessible to all members of the school community  Continue to improve access to the school’s physical environment for all | Lift in place to allow access to the first floor    Disabled toilet and shower room  Ramp leading to the main office  Individual risk assessments in place where necessary  Corridors kept clear of obstacles  Staggered breaks and lunchtimes to reduce over crowding  Medical care plans reviewed annually and meetings held with parents as necessary  Disabled parking spaces available  Disabled parking spaces being used by disabled parents or parents of disabled pupils | Carry out audit of accessibility of school buildings and grounds on an annual basis | Modifications in place to maximise access for all stakeholders and visitors  Bids for funding submitted annually to Diocese for DFC/LCVAP | HT  Governors  AHR Architects lead  Access Officer Complex Needs Team at Children Leeds | 1 x Resources meeting  None | Annually |
| Continue to keep corridors clear from obstruction  Timings of school day/high movement times allow sufficient crossover to minimise congestion on the corridor | Maximum circulation space for disabled pupils | Site Manager  All staff | Part of site maintenance | Ongoing  -daily  -weekly |
| Ensure pupils with mobility needs have the correct provision in support and aids | Pupils able to move around school and access school facilities with the appropriate equipment and support.  Pupil and peers know what is needed to ensure safety of themselves and others. | SENDCo  Occupational Therapy team | As necessary | According to need but reviewed at least annually |
| Access any available funding streams | Pupils with physical difficulties can access all areas of school  All parents, carers and visitors can access all areas of school | Headteacher  Access Officer Complex Needs Team at Children Leeds  AHR Architects lead  Resources Committee | £45,000 | Ongoing - review annually |
| Install disabled toilet on second floor | Pupils with physical difficulties in KS2 have access to appropriate care facilities on upper floor | Resources Committee  Headteacher  AHR Architects lead | £10,000 | Apply for LCVAP funding |
| Enquire about additional disabled parking spaces to be created on Neville Road | Utilise the 3 disabled parking spaces for disabled parents/carers to drop off/collect pupils or for parents of disabled pupils to drop off/collect their child | Resources Committee  LCC |  | Ongoing |

**Accessibility Plan- Improving Curriculum Access**

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

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| **Target** | **Existing good practice** | **Action** | **Outcomes** | **Lead Person** | **Cost** | **Timescale** |
| All statutory policies are compliant with Equality Act 2010 | Policies regularly reviewed and accessible on the school website | Regularly review all statutory policies to ensure that they reflect inclusive practice and procedures | All policies clearly reflect inclusive practice and procedure and are compliant with Equality Act 2010 | SENDCo  All Subject Leaders | Leadership time within role  1265 hours | Ongoing – review annually |
| Create positive images of disability within school | Ensure subject long term plans assemblies and images regularly promote disabilities and differences  Annual awareness days e.g. diabetes, autism  Website reflects pupils in schools / diversity  PSHCE curriculum | Include as part of reading books/ topics/ displays, positive role models of disabled people from all walks of life e.g. Para-Olympians displayed as part of PE curriculum, artists, musicians, scientists etc | All pupils have an understanding of the needs of disabled pupils  All pupils and adults believe everyone can achieve  Participate in Inclusion Sports Events  Celebrate pupils achievements at Inclusion Sports Events | SENDCo  Subject Leaders  School Council | £500 | Ongoing – review annually |
| To ensure all pupils have full access to the school’s curriculum | Transition work with nurseries and early years providers  Liaison with professionals involved - transition discussion meeting  Risk assessments and Individual health care plans put into place where necessary  Training needs discussed and specialist training accessed prior to pupils starting school | Continue to carry out Nursery visits in Summer Term prior to pupils starting school and liaise with outside agencies involved with a pupil | Early identification of pupils who may need additional/or alternative provision  Procedures/equipment/resources in place for September 2017, 2018, 2019 | Phase 1 AHT  SENDCo  Speech and Language  Catholic Care Educational Psychologist | AHT release time  SENDCo release time  Weekly speech and language sessions | Ongoing  Review annually |
| Continue close liaison with parents/carers | Statutory meetings set within time guidelines  Continue with Class Dojo and Tapestry to ensure regular communication with families  Trial Padlet | Continue regular meetings with parents/carers of EHCP pupils and on SEND register  Introduce Padlet for information sharing and signposting  Develop a parent forum for pupils with additional needs and disabilities. | Ensure collaboration and sharing between school and families  Clear collaborative working approach | SENDCo | Release time | Ongoing throughout academic year – review progress annually |
| Specialist resources to support dyslexia and children with fine motor difficulties | Visual stress assessment used and coloured overlays used to aid reading  Dyslexia portfolio used to identify areas for intervention  Specifically shaped pencils and pens for pupils to improve grip  Use of adaptive technologies – clicker 8, Nessy, talking buttons | To continue to assess pupils highlighted as having ‘dyslexic’ traits  To continue to use coloured overlays for pupils identified as needing them  To continue to refer individuals to professional services if interventions overtime don’t show increased rate of progress | Pupils with dyslexic traits are able to access the curriculum and make progress in line with their peers | SENDCo  Teachers/Learning Support Assistants/ One to One support staff | Release time  Dyslexia portfolio record sheets  Overlays and other specific resources  Nessy and Clicker subscriptions | Ongoing throughout the year and through support plan reviews and parent evenings |
| Continue close liaison with outside agencies for pupils with on-going health needs e.g. children with epilepsy, severe asthma etc | Specialist Training booked annually and delivered prior to academic year  ISAR, annual review meetings and other multiagency meetings  Monthly planned visits with the Educational Psychologist  Weekly SaLT input | To continue liaison with appropriate external agencies  To continue to access appropriate training regarding support for children with additional medical needs | Appropriate medical procedures/protocols in place  Individual Health Care Plans in place for identified pupils  All staff aware of individual health needs and the appropriate response | SENDCo  Train appropriate staff in relevant procedures  Mental Health First Aider  January 2020  Office staff /Teacher to update staff regarding any medical issues notified by parent/carer  Cluster Team support  Outside agencies such as School Nursing Service/ GP/Hospital etc  All staff | Staff training costs  First Aid training £3000  Mental Health First Aider  January 2020 | Ongoing as necessary  Annual training in July |
| Provide recommended hearing devices for hearing impaired pupils | Liaison with DAHIT ( Deaf and Hearing impaired team) for updates and advice | To continue to source correct equipment provided to ensure pupil can access teaching and learning  Hearing impaired pupils make at least expected progress in relation to starting points  To continue to send text message to HI parents prior telephone call | Liaise with Hearing Impairment Team  Implement recommendations | SENDCo | £3000 | Ongoing where necessary |
| Teachers differentiate teaching /learning activities to meet the needs of all learners including SEND pupils | Use of B Squared to identify gaps in learning  Learning support assistants deployed by need within a class/ cohort  Learning support assistant training where necessary  Advice from professionals sought where pupils are making very slow progress  Use of computer software to support class teaching e.g. clicker 8, Nessy and active learn etc  Specific provision for individuals such as individual workstations, speech and language interventions and use of visuals | To continue effective differentiation in teaching across the curriculum  Continue to develop provision for specific pupils Autism/ ADHD strategies e.g. individual workstations, visual timetables, sensory equipment etc | Continue to provide a differentiated curriculum with alternative learning opportunities at the appropriate level in place  Teachers continue to differentiate in a variety of ways by  -task  -resource  -support  -scaffolding  A range of strategies continue to be evident in classroom practice through planning scrutiny, book scrutiny, pupil interviews, lesson observations  Continue to use of BSquared to assist in developing well pitched learning opportunities for identified pupils and also to assess progress in all subjects  Teachers continue to provide Learning Support staff with guidance to support learning and maximise progress (Individual Plans/Differentiated lesson planning/ interventions/targeted support)  Continue to source and provide specific equipment as necessary | AHTs  SENDCo  Speech and Language Therapist  Educational Psychologist  Occupational Therapy team  Class teacher  Learning Support Assistants  One to One support staff | £1000 BSquared  £2000  Earwig  £600 for Clicker  £2000 Nessy Learning Programme | Ongoing monitoring |
| All pupils, including vulnerable groups, make good or better progress | Regular assessment weeks and pupil progress meetings  SEND review meetings to review progress made against support plan targets | To continue to regularly review attainment and progress of pupils including vulnerable groups | Rigorous scrutiny of assessment data  Book looks continue to collaborate assessment data  Book looks continue to show that appropriately differentiated and well -pitched learning opportunities and tasks are provided for vulnerable pupils  Pupil Progress Meetings  All pupils continue to make expected or better progress from their starting points in line with national data | HT  Assessment Lead/English and Maths Lead / Phonics Lead (AHTs)  SENDCo  EYFS Lead  Teachers  Learning Support Assistants | Supply costs | Termly |
| Review PE curriculum if necessary to ensure PE is accessible to all | Group interventions delivered by PE coach to develop gross motor skills  PE experts deliver PE lessons demonstrating and coaching teachers for differentiated tasks | Gather information on accessible PE and disability sports  Share successes of disabled sports people | All disabled pupils to have access to PE and be able to excel  All pupils have PE tasks differentiated for their ability  Staff aware of how to differentiate to meet the needs of disabled pupils in PE lessons and have high expectations for their success  Specialist equipment provided to ensure disabled pupils can achieve their full potential in PE  Participation in Inclusion Sports Events | PE Lead  Teachers  Learning Support Assistants  One to One support staff  Occupational Therapist  Complex Needs team if required | £500 | Ongoing |
| Out of school enhancement activities are planned to ensure, where reasonable, the participation of the whole range of pupils | Pupils with disabilities encouraged to participate in after school clubs, support organised where needed  Pupil risk assessments are in place, where necessary, to allow for all pupils to participate in activities | Pre- check so enhancement can be accessible for all | Inform providers of additional needs prior to booking  Arrange appropriate adjustments so the range of pupils can participate  Explore alternative options if reasonable adjustments cannot be made | SENDCo  Office staff  Providers  Additional staffing  Teachers | As necessary | Ongoing |
| To allow for all pupils to access home learning | Remote learning available on class dojo or paper resources.  Devices provided for pupils who cannot access home learning  Pupil places in school made available for pupils with EHCP or complex needs or disabilities | To continue to monitor home learning and contact parents to discuss and advise  To continue to provide differentiated home learning and specific remote lessons/ interventions | For all pupils to continue to access teaching and learning/practise taught skills | SLT  SENDCo  All staff | Cost of additional devices  Cost of paper copies/ booklets sent home | Ongoing while necessary |

**Accessibility Plan- Improving the Delivery of Written Information**

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| Target | Existing good practice | Actions | Outcomes | Lead Person | Cost | Timescale |
| Improve availability of written material/  Information in alternative forms | Letters/ newsletters posted on digital platforms with translate facility for parents/ carers | Digital platforms to have translate facility  Office staff aware of how to convert written information into the appropriate alternative format  Teachers/ LSAs convert written resources into appropriate format for the individual pupil or parent/carer | School able to provide written information which is accessible for parents/carers and pupils with disabilities/ EAL | Office  Staff  All members of staff | Class Dojo/ Tapestry  Text messaging  Translation | Ongoing as necessary |
| Continue to ensure disabled parents have every opportunity to be involved in their child’s education | School communication via a range of means e.g. digital platforms such as Class Dojo and Tapestry, texts, phone calls, email – personlisation made where necessary | Continue to develop strategies to ensure effective communication with hearing impaired parents/carers | A more proactive approach to communication with disabled parents/carers is evident  Disabled parents are not discriminated against and are actively encouraged and supported to be involved in their child’s education  Offer face to face or telephone support to explain letters sent home  Send text message prior to telephone call to HI parents  Ensure meetings are conducted in a quiet place, facing the parent | SLT/SENDCo  Teachers  LSAs  Office staff  All staff |  | Ongoing - review annually |
| Review pupil records ensuring school and staff awareness of any disability | SEND information shared with teachers during transition sessions  SEND information stored centrally on TES provision map ( electronic )  SEND folders updated and most relevant information organised annually | Continue to share new Information about new pupils with office/SENDCo/Teacher  Records including SEND list and needs passed to new Teacher  Individual plan in place if required  Continue to update SEND file on receipt of new information | Each teacher/member of staff aware of disabilities in their class/within school | Office staff  SENDCo  Teachers  Learning Support Assistants  One to One support staff |  | Ongoing  Annual handover of information for class teachers and LSAs |
| Individual Health care plans reviewed annually with parents and shared with appropriate school staff including lunch staff  Individual risk assessments shared with relevant school staff  Specialist training organised annually or when necessary | Continue to update medical needs annually and whenever new information received.  Information passed onto relevant people | Overview of medical needs in place and displayed in staffroom/office  Medical overview updated when new information received  Arrange specialist training  Individual health care plans in place | SENDCO Jane Clay  Office staff (SA)  First Aid trained staff  Specialist training  All staff |  | Ongoing  Annual review of IHCPS |