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| **Accessibility Plan** **2017- 2020****(Statutory)** |



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| Written: | November 2017 |
| Approved by: | Pupil Affairs Committee 13th November 2017 |
| Ratified: | Full Governing Body | Meeting Date | 30th November 2017 |
| Review Cycle: | 3 years |
| Updated  | Autumn 2019 | Meeting Date | 12th December 2019 |
| Next review: | Autumn 2020 |

**Corpus Christ Catholic Primary School Accessibility Plan 2017-2020**

Corpus Christi Catholic Primary School has been described as having a *‘Christ-centred, thriving, hardworking environment where everyone aims high.’* 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 adventure’. 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.

**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**

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

**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

**Legal Background**

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”. 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 Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Corpus Christi Catholic Primary School the Plan will form part of the Premises section of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors’ committee (Resources). The current Plan will be appended to this document.

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.

1) The Corpus Christi Catholic Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school as well as the Diocese of Leeds. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Corpus Christi Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, 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 developing a culture of inclusion, support and awareness within the school.

4) The Corpus Christi Catholic School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

* Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their 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 schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
* Improve and maintain 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;
* Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
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5) The Corpus Christi Catholic Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) 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.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

* Asset Management Plan
* Behaviour Management Policy
* Curriculum Policy
* Critical Incident Support Plan
* Equal Opportunities Policy
* Health & Safety Policy
* Equality Plan
* School Prospectus
* School Improvement Plan
* Special Educational Needs Policy
* Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors’ committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Resources Committee.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

**Contextual Information**

Corpus Christi Catholic Primary School was built in the mid-1930s. It is a two storey building which had limited refurbishment until 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 and a disabled toilet (2016) located on the ground floor at the front of the building. There are four teaching spaces on the ground floor for Reception , mixed Reception /Year 1, Year 1 and a Year 2 class. The hall is also located on the ground floor and is accessible to all. 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 (eg regular training on epipens, insulin, etc) and learning impairments (eg, 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. ‘P’ level data for pupils with Educational Health Care Plans 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 for Reception, mixed Reception/Year 1, Year 1 and a Year 2 class. The hall is also located on the ground floor and is accessible to all. Currently there is no access to the upper floor, nor is there an easy access/disabled toilet.

On- site parking for staff and visitors in the parish car park includes two dedicated disabled parking bays. 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) which are 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 children of all backgrounds, needs and abilities. In January 2017, this included 23% of pupils with specific, on-going impairments.

**Current Range of Disabilities**

Hearing impairment

Visual impairment

Physical impairment (one wheelchair dependent user)

Cognitive

Communication

Medical (asthma, epilepsy, allergies, cystic fibrosis, diabetes )

Social, Emotional and Mental Health (SEMH)

**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**

**Current 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 us on any changes.

**Accessibility Plan- Improving Physical Access**

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| **Target** | **Item**  | **Outcomes** | **Lead Person** | **Cost** | **Timescale** |
| Ensure that, where possible, the school grounds and buildings are physically accessible to all members of the school communityContinue to improve access to the school’s physical environment for all | Carry out audit of accessibility of school buildings and grounds on an annual basis | Modifications in place to maximise access for all stakeholders and visitorsBids for funding submitted annually to Diocese for DFC/LCVAP | HTGovernorsAHR Architects leadAccess Officer Complex Needs Team at Children Leeds  | 1 x Resources meetingNone | Annually |
| Continue to keep corridors clear from obstructionTimings of school day/high movement times allow sufficient crossover to minimise congestion on the corridor | Maximum circulation space for disabled pupils | Site ManagerAll 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. | SEND LeadOccupational Therapy team | As necessary | According to need but reviewed at least annually |
| Install platform lift between ground and upper floorAccess any available funding streams | Pupils with physical difficulties can access all areas of schoolAll parents, carers and visitors can access all areas of school | HeadteacherAccess Officer Complex Needs Team at Children LeedsAHR Architects lead Resources Committee | £45,000 | Summer 2017 |
| Install disabled toilet on second floor | Pupils with physical difficulties in KS2 have access to appropriate care facilities on upper floor | Resources CommitteeHeadteacherAHR Architects lead  | £10,000 | Apply for LCVAP funding  |
|  | Enquire about additional disabled parking spaces to be created on Neville Road | Currently have 2 disabled parking in school/church car park  | Resources CommitteeLCC |  | Disabled car parking space created outside car park in front of electric gates Summer 2018 |

**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** | **Item** | **Outcomes** | **Lead Person** | **Cost** | **Timescale** |
| All statutory policies are compliant with Equality Act 2010 | 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 | SEND LeadAll Subject Leaders | Leadership time within role1265 hours | Ongoing |
| Create positive images of disability within schoolEnsure school website reflects all pupils within school | 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 pupilsAll pupils and adults believe everyone can achieveParticipate in Inclusion Sports EventsCelebrate pupils achievements at Inclusion Sports Events | SEND Lead Subject LeadersSchool Council | £500 | Ongoing |
| Continue to liaise with nursery providers to review potential needs of each new intake  | Carry out Nursery visits in Summer Term prior to pupils starting schoolLiaise with outside agencies involved with a pupil | Early identification of pupils who may need additional/or alternative provisionProcedures/equipment/resources in place for September 2017, 2018, 2019 | Phase 1 AHTSEND LeadSpeech and LanguageCatholic Care Educational Psychologist | AHT release timeSEND Lead release timeWeekly speech and language sessions | Summer 201720182019 |
| Establish close liaison with parents/carers | Regular meetings with parents/carers of EHCP pupils and on SEND register | Ensure collaboration and sharing between school and familiesClear collaborative working approach | SEND LeadClassteachers/Learning Support Assistants/ One to One support staff | Release time | Ongoing throughout academic year |
| **Target** | **Item** | **Outcomes** | **Lead Person** | **Cost** | **Timescale** |
| Establish close liaison with outside agencies for pupils with on-going health needs e.g. children with epilepsy, severe asthma etc | Liaison with appropriate external agenciesAppropriate training regarding support for children with additional medical needs | Appropriate medical procedures/protocols in placeIndividual Health Care Plans in place for identified pupilsAll staff aware of individual health needs and the appropriate response | SEND LeadPaediatric First Aid trained staffMental Health First AiderJanuary 2020Outside agencies such as School Nursing Service/ GP/Hospital etcOffice staff /Classteacher to update staff regarding any medical issues notified by parent/carerAll staff | Staff training costsFirst Aid training 2017- £3000Mental Health First AiderJanuary 2020 | Ongoing  |
| Provide recommended hearing devices for hearing impaired pupils | Correct equipment provided to ensure pupil can access teaching and learningHearing impaired pupils make at least expected progress in relation to starting pointsSend text message to HI parents prior telephone call | Liaise with Hearing Impairment TeamImplement recommendations | SEND Lead | £3000 | Annually |
| Teachers differentiate teaching /learning activities to meet the needs of all learners including SEND pupils | Effective differentiation in teaching across the curriculum | A differentiated curriculum with alternative learning opportunities at the appropriate level in placeTeachers differentiate in a variety of ways by-task-resource-support-scaffoldingRange of strategies evident in classroom practice through planning scrutiny, book scrutiny, pupil interviews, lesson observationsUse of BSquared to assist in developing well pitched learning opportunities for identified pupils and also to assess progress in all subjectsTeachers provide Learning Support staff with guidance to support learning and maximise progress (Individual Plans/Differentiated lesson planning/ interventions/targeted support)Specific equipment sourced and provided as necessary | AHTsSEND LeadSpeech and Language TherapistEducational PsychologistOccupational Therapy teamClassteacherLearning Support AssistantsOne to One support staff | £1000 BSquared | Ongoing |
| **Target** | **Item** | **Outcomes** | **Lead Person** | **Cost** | **Timescale** |
| All pupils, including vulnerable groups, make good or better progress | Regularly review attainment and progress of pupils including vulnerable groups | Rigorous scrutiny of assessment dataBook scrutiny collaborates assessment dataBook scrutiny shows that appropriately differentiated and well -pitched learning opportunities and tasks are provided for vulnerable pupilsPupil Progress MeetingsAll pupils are making expected or better progress from their starting points in line with national data | HTAssessment Lead/English and Maths Lead / Phonics Lead (AHTs)SEND LeadEYFS LeadClassteachersLearning Support Assistants | Supply costs | Termly |
| Review PE curriculum if necessary to ensure PE is accessible to all | 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 excelStaff aware of how to differentiate to meet the needs of disabled pupils in PE lessons and have high expectations for their successSpecialist equipment provided to ensure disabled pupils can achieve their full potential in PEParticipation in Inclusion Sports Events | PE LeadClassteachersLearning Support AssistantsOne to One support staffOccupational TherapistComplex 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 | Pre- check so enhancement can be accessible for all | Inform providers of additional needs prior to bookingArrange appropriate adjustments so the range of pupils can participateExplore alternative options if reasonable adjustments cannot be made | SEND LeadOffice staff- JMClassteachers | As necessary | Ongoing |

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

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| Target | Strategies  | Outcomes | Lead Person | Cost | Timescale |
| Improve availability of written material/Information in alternative forms | Office staff aware of how to convert written information into the appropriate alternative format Classteachers/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 | OfficeStaffAll members of staff | Class DojoText messagingTranslation | Ongoing as necessary |
| Ensure disabled parents have every opportunity to be involved in their child’s education | 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 childDevelop strategies to ensure effective communication with hearing impaired parents/carers | A more proactive approach to communication with disabled parents/carers is evidentDisabled parents are not discriminated against and are actively encouraged and supported to be involved in their child’s educationOffer face to face or telephone support to explain letters sent homeSend text message prior to telephone call to HI parentsEnsure meetings are conducted in a quiet place, facing the parent | ClassteachersLSAsOffice staffAll staff |  |  |
| Review pupil records ensuring school and staff awareness of any disability | Information collected about new pupils shared with office/SEND Lead/classteacherRecords including SEND list and needs passed to new classteacherIndividual plan in place if requiredSEND file updated on receipt of new information | Each teacher/member of staff aware of disabilities in their class/within school | Office staffSEND LeadClassteachersLearning Support AssistantsOne to One support staff |  |  |
| Medical needs updated annually and whenever new information received.Information passed onto relevant people | Overview of medical needs in place and displayed in staffroom/officeMedical overview updated when new information receivedArrange specialist trainingIndividual health care plans in place | SENDCO Jane ClayOffice staff (SA)First Aid trained staffSpecialist trainingAll staff |  |   |