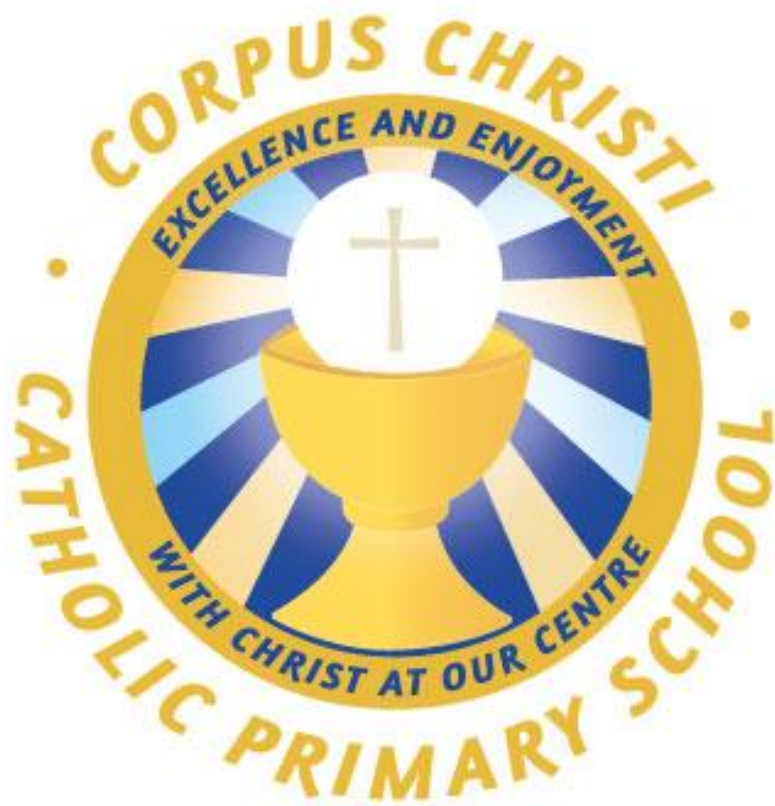


**Accessibility Plan
2024 – 2027
(Statutory)**



Written	March 2024		
Approved by	Full Governing Body	Meeting Date	7 th March 2024
Ratified	Full Governing Body	Meeting Date	14 th March 2024
Review Cycle	3 years		
Next review	March 2027		

Accessibility Plan 2024-2027

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 time frame)

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 pupils with additional needs. This includes actions to address physical impairments (e.g. Liasing with physiotherapists for daily exercises, 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 the majority of SEND pupils is in line with or above national 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 providing 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.

One of three classrooms on the ground floor has been adapted for the teaching of pupils with more complex SEND needs (2022). A partition wall has been erected within this room to enable a rise and fall changing table and a sink to be fitted (2034) for changing pupils who have intimate care plans. Withing this classroom, a 'Safe Space' has been installed (2023), which can be used as a sensory area for pupils across school.

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. Clicker, 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

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	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	HT	1 x Resources meeting	Annually
	Disabled toilet and shower room		Bids for funding submitted annually to Diocese for DFC/LCVAP	Governors	None	
	Ramp leading to the main office	Continue to keep corridors clear from obstruction	Maximum circulation space for disabled pupils	AHR Architects lead	Part of site maintenance	Ongoing -daily -weekly
	Individual risk assessments in place where necessary			Access Officer Complex Needs Team at Children Leeds		
	Corridors kept clear of obstacles	Timings of school day/high movement times allow sufficient crossover to minimise congestion on the corridor	Site Manager	All staff		
	Staggered breaks and lunchtimes to reduce over crowding	Ensure pupils with mobility needs have the correct provision in support and aids	SENDCo	Occupational Therapy team	As necessary	According to need but reviewed at least annually
	Medical care plans reviewed annually and meetings held with parents as necessary	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	TBC	Ongoing - review annually
	A downstairs classroom has been adapted with a partitioned area/ room for changing, including a rise and fall changing bed, sink and also a 'Safe Space' installed					
Disabled parking spaces available	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	£45,000	Apply for LCVAP funding	
	Regenerate outdoor space adjacent to repurposed classroom as a learning environment for identified pupils.	Pupils with high additional needs can access outdoor learning.	Resources Committee Headteacher Diocese of Leeds	£40,000	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 and for disabled staff/visitors	Resources Committee LCC		Ongoing	
	Disabled parking spaces being used by disabled parents or parents of disabled pupils					

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.

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 Inclusion Ambassadors group to be set up to further develop pupil voice. Create Neurodiversity display and share information to raise awareness of disability.	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 especially those with SEND. Additional sessions planned for with specialist teachers e.g. small group SEND music sessions, small group SEND Sensory circuits/ PE sessions	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 Use of Padlet to share information Parent sessions with professionals, e.g. SALT, EP, Mencap etc Use of Class Dojo to share local support with parents	Continue regular meetings with parents/carers of EHCP pupils and on SEND register Continue to regularly update and share Padlet information with parents and carers Continue to organise parent mornings with the Speech and Language Therapist and other professionals	Ensure collaboration and sharing between school and families Clear collaborative working approach Relevant information shared with parents/carers	SENDCo	Release time	Ongoing throughout academic year – review progress annually

		Trial sending out a SEND newsletter highlighting and sharing key information				
Specialist resources to support dyslexia and children with fine motor difficulties	<p>Visual stress assessment used and coloured overlays used to aid reading</p> <p>Dyslexia portfolio used to identify areas for intervention.</p> <p>Specifically shaped pencils and pens for pupils to improve grip Use of adaptive technologies – Clicker , Nesy, Talking Buttons etc</p> <p>SPLD interventions delivered by SENDCO (Trained specialist literacy teacher - Dyslexia Action)</p> <p>Use of Chromebooks for individuals as alternative form of recording</p>	<p>To continue to assess pupils highlighted as having 'dyslexic' traits</p> <p>To continue to use coloured overlays and paper to support identified pupils</p> <p>To continue to refer individuals to professional services including referrals to SENIT for SPLD if necessary</p>	Pupils with dyslexic traits are able to access the curriculum and make progress in line with their peers	<p>SENDCo</p> <p>Teachers/Learning Support Assistants/ One to One support staff</p>	<p>Release time</p> <p>Dyslexia portfolio record sheets</p> <p>Overlays and other specific resources</p> <p>Nesy and Clicker subscriptions</p>	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	<p>Specialist Training booked annually and delivered prior to academic year</p> <p>ISAR, annual review meetings and other multiagency meetings</p> <p>Monthly planned visits with the Educational Psychologist</p> <p>Weekly SaLT input</p> <p>Weekly SaLT assistant interventions</p> <p>Moving and Handling training completed for all EYFS staff</p>	<p>To continue liaison with appropriate external agencies</p> <p>To continue to access appropriate training regarding support for children with additional medical needs</p>	<p>Appropriate medical procedures/protocols in place</p> <p>Individual Health Care Plans in place for identified pupils</p> <p>All staff aware of individual health needs and the appropriate response</p>	<p>SENDCo</p> <p>Train appropriate staff in relevant procedures</p> <p>Mental Health First Aider January 2020</p> <p>Office staff /Teacher to update staff regarding any medical issues notified by parent/carer</p> <p>Cluster Team support</p> <p>Outside agencies such as School Nursing Service/ GP/Hospital etc</p> <p>All staff</p>	<p>Staff training costs</p> <p>First Aid training £3000</p> <p>Mental Health First Aider January 2020</p>	Ongoing as necessary
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	<p>Liaise with Hearing Impairment Team</p> <p>Implement recommendations</p>	SENDCo	£3000	Ongoing where necessary

		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				
Teachers differentiate teaching /learning activities to meet the needs of all learners including SEND pupils	Use of Developmental Journal/ B Squared to identify gaps in learning for identified pupils Learning support assistants deployed by need within a class/ cohort Learning support assistant training where necessary Advice from professionals sought where pupils are making limited progress Use of computer software to support class teaching e.g. Clicker, Nessy and Active Learn etc Specific provision for individuals such as individual workstations, speech and language interventions and use of visuals Staff Meetings allocated to specific teaching e.g. Autism, Trauma Informed training, EEF 5 a day	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 Arrange precision teaching training for all LSAs to be delivered by the LA Educational Psychologist Staff Meetings allocated to specific teaching e.g. Autism, Metacognition, EEF 5 a day Continue to plan and deliver staff meetings allocated to specific teaching e.g. Autism, Metacognition, EEF 5 a day Continue to plan CPD for staff linked to SEND pupils Research and trial Sensory circuits to support pupils who have sensory differences	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 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 from their starting points	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 Trial using Developmental Journal school age(LA pilot) Further develop pupil voice linked with SEND reviews	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	HT Assessment Lead/English and Maths Lead / Phonics Lead (AHTs) /EYFS Lead SENDCo	Supply costs	Termly

			All pupils continue to make expected or better progress from their starting points in line with national data	Teachers Learning Support Assistants		
Review PE curriculum to ensure PE is accessible to all if necessary	PE experts deliver PE lessons demonstrating and coaching teachers for differentiated tasks Group interventions delivered by PE coach to develop gross motor skills	Gather information on accessible PE and disability sports Share successes of disabled sports people on Neurodiversity display.	All disabled pupils to have access to PE and be able to excel All pupils have PE tasks differentiated for their ability/needs 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 Pupils attending SEND specialist sports activities	Pre- check so enhancement can be accessible for all Access a variety of SEND sport activities	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

Accessibility Plan- Improving the Delivery of Written Information

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 – personalisation made where necessary	Continue to develop strategies to ensure effective communication with hearing impaired parents/carers	A proactive approach to communication with disabled parents/carers is evident Disabled parents are included and 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 Records including SEND list and needs passed to new teacher Individual plan in place if required	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

	<p>Individual Health care plans reviewed annually with parents and shared with appropriate school staff including lunch staff and on Medical Tracker</p> <p>Individual risk assessments shared with relevant school staff</p> <p>Specialist training organised annually or when necessary</p>	<p>Continue to update medical needs annually and whenever new information received.</p> <p>Information passed onto relevant people</p>	<p>Overview of medical needs in place and stored displayed in staffroom/office and on the online system Medical Tracker</p> <p>Medical overview updated when new information received</p> <p>Arrange specialist training to keep staff up to date</p> <p>Individual health care plans in place</p>	<p>SENDCO Jane Clay</p> <p>Office staff (SA)</p> <p>First Aid trained staff</p> <p>Specialist training from external professionals</p> <p>All staff</p>	<p>£1000 Medical Tracker</p>	<p>Ongoing</p> <p>Annual review of IHCPs</p>
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