

Corpus Christi Catholic Primary School



Accessibility Plan 2021 – 2024

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

At Corpus Christi Catholic Primary, we ‘let our lights shine brightly’. In God’s love and inspired by our faith, we always show kindness and respect to others, whilst working as hard as we can, to be the best that we can be.

As a Rights Respecting school we uphold the rights of our children in accordance with the CRC(Convention on the Rights of the Child)

Article 23: All children have the right to special education and care if they have a disability as well as all rights in the Convention so that they can live a full life.

1. Corpus Christi Primary School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes.
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 LA 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. We are 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. Corpus Christi Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain 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 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 school 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 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The 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. The Accessibility Plan should be read in conjunction with all other school policies, strategies and documents e.g.
 - Curriculum Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Improvement Plan
 - DCC produced Asset Management Plan
 - Prospectus
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was undertaken by the staff and governors of the school and remains the responsibility of the governing body. 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. An accessibility audit will be 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.
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 HR and Diocesan Authority, in developing and implementing this Accessibility Plan.
12. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Our Intent

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At Corpus Christi Catholic Primary School, we aim to remove all barriers to ensure that every child, parent and staff member can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities that we provide.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. The school works closely with Gateshead Local Authority and Bishop Wilkinson Catholic Education Trust (BWCET).

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Current Position

School aims to allow equal access to all physically, with regard to communication and to the school curriculum.

- **Physically** lift access has improved building and now all parts are accessible to wheelchairs. Disabled toilet in place.
- **Curriculum** broad, balanced and differentiated specialist services support school eg Behaviour Support, Dyslexia Service, Language Service, Education Psychologist, Hospital/Health Team, Social Services.
- **Communication** parents and pupils regularly complete questionnaires. Regular information is sent to parents. Written report send annually and three open evenings offered. School willing to provide information in different language or format when required. School website has been developed. Text messaging in place.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils, parents and staff with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

ACTION PLAN

Objective 1				
Increase access to the curriculum for pupils with a disability.				
Current Good Practice	Objectives	Actions to be taken	Person responsible and date to be completed	Success criteria
Our school offers a bespoke, differentiated curriculum for all pupils.	Continue to review the current curriculum offer to ensure that it meets the needs of all pupils including those with a disability.	SENDCO and Inclusion Lead attend all EHCP reviews. Inclusion Lead monitors planning to ensure that activities are appropriate for children.	SENDCO and Inclusion Lead Termly	All pupils with a disability are able to access a broad and balanced curriculum is reviewed regularly to ensure it meets the needs of all pupils.
We use resources tailored to the needs of pupils who require support to access the whole curriculum. This includes specialised equipment/resources for pupils with a visual impairment or communication barriers. Curriculum resources include examples of people with disabilities.	To ensure that the curriculum is adapted to meet the needs of each individual pupil including those with a disability.	All subject leads to review, identify and address the needs of the current SEND cohorts in order to inform their curriculum subject planning and monitoring.	All Staff See Monitoring Plan Weekly planning and resources.	All pupils access a broad and balanced curriculum. Pupils are aware of those with a disability and know we are all equal.
We work in partnership with the SEND services at the Local Authority to ensure that provision within school meets the needs of individual children with disabilities.	To work closely with outside agencies to ensure that pupils receive the adaptations and provision they require to access the curriculum.	Continue to review each individual pupil on a termly basis with the class teacher and SENDCO Meet regularly with outside agencies and identify any provisions or adaptations that need to be in place.	All staff	Outside agencies support staff to ensure provision meets the needs of all pupils
We work closely with Educational	As above	As Above	All staff	As Above

Psychologists to ensure that barriers to learning are identified and addressed to ensure that each individual child can access the curriculum.				
Curriculum progress is tracked for all pupils, including those with a disability.	Continue to assess attainment and progress.	Develop suitable SEND Assessment systems and procedures to plan and assess for pupils with an EHCP.	Inclusion Lead By July 2022	Pro formas and assessments are used effectively. Staff have a good knowledge of each individual pupils' needs and the curriculum is adapted to ensure that pupils are able to access it.
Targets in pupil Support Plans are set effectively and are achievable and are appropriate for pupils with additional needs.	To ensure that a pupil with a disability has a seamless transition into school.	Ensure current new starter paperwork has the opportunity on the form to highlight any disabilities and health issues. Staff to review forms and contact parents to discuss provision prior to starting school. Continue to offer open days, new starter meetings etc. so that there is an opportunity for parents/carers to share key information. Liaise effectively with other Nursery providers to review potential intake for September starters.	Admin Staff Early Years Staff	

Objective 2

Improve and maintain access to the physical environment.

Current Good Practice	Objectives	Actions to be taken	Person responsible and	Success criteria
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			date to be completed	
Lift access has improved building and now all parts are accessible to wheelchairs.	To ensure that pupils with disabilities are able to access the physical environment alongside their peers.	Organise site visits and evaluation of accessibility. Evaluate user experience - Speak with pupils/parents with disabilities to gather feedback about the physical environment.	Head Teacher Caretaker	The access to and within the physical environment is adapted and modified to meet the needs of all including those with a disability.
Disabled toilet on ground floor.				
Flat access from street into ground floor of building.	To ensure parents with disabilities can safely access the school building. To ensure that the physical environment is safe and accessible for all (including staff).	Caretaker to maintain the physical area and highlight any remedial work that needs to be undertaken. Take into account the needs of pupils, staff, visitors with disabilities when undertaking future refurbishments and improvements. Review access to playground from main building – currently up small set of steps.		

Objective 3

Improve the delivery of information to pupils with a disability.

Current Good Practice	Objectives	Actions to be taken	Person responsible and date to be completed	Success criteria
Our school offers a range of communication methods to ensure that information is accessible.	Ensure that parents who have a disability can receive information and reports by an	To liaise effectively with specialists to ensure that school is adapting resources and provision for	Head Teacher Admin All staff Ongoing	School is aware of any disabilities that parents/carers may have and information sent

<p>Parents and visitors are able to request alternative formats, and provision for these will be made by the school office.</p>	<p>alternative method. Ensure that in class resources are adapted in order to provide full access to the curriculum. Adapt provision in afterschool clubs so that children with disabilities can access the same provision and opportunities as their peers</p>	<p>pupils with disabilities.</p> <p>Liaise with after school provision prior to clubs starting to address any issues that may arise.</p>		<p>home is adapted to ensure that the information is accessible.</p> <p>Pupils are able to access the curriculum in line with their peers</p>
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