



## Corpus Christi Catholic Primary School

### Accessibility Plan

*Joyfully, unique in Jesus' family, we learn to use our special gifts to love, serve and make the world a better place.*

<b>Approval</b>	Board of Governors	<b>Chair</b>	Anna Murphy-Sullivan
<b>Headteacher</b>	Simon Lennon	<b>Signature</b>	
<b>Date of last review</b>	October 2020	<b>Date of review</b>	October 2023
<b>Date of next review</b>	October 2026	<b>Maintenance</b>	F&R Committee

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### 1. Aims

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 provide a welcoming environment which values diversity, promotes equal opportunities and has an ethos of inclusion .*

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.

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 the accessibility plan including governors, staff, and pupils.

### 2. 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.

We shall make reasonable adjustments as required under the Equalities act 2010 for disabled people. Some specified medical conditions such as HIV, Multiple Sclerosis and cancer are considered as disabilities, regardless of their effect. Long term is defined as “lasting or likely to last twelve months”

In order to comply with the relevant sections of the equality act 2010 and Regulatory Reform (fire safety) order 2005, Corpus Christi school, after consultation with all involved parties, will undertake to write and issue a Personal emergency Evacuation Plan (PEEP) per Individual ensuring that all persons, including disabled people, can leave the building safely in the event of an evacuation.

### 3. Accessibility Action Plan

The template for the accessibility Action Plan is set out at appendix 1. The purpose of the action plan is to ensure a clear path of work to be completed from identification to its conclusion.

The SBM and/or Inclusion leader will be responsible for overseeing the management of any agreed work to their conclusion.

The accessibility action plan will be presented to the F&R committee on an annual basis at the first meeting in the academic year.

### 3. Action Plan

Aim	Current Good Practice	Objectives S/M/L term	Action to be taken	Person Responsible	Date to complete	Success Criteria
Increase access to the curriculum for pupils with a disability	All children use practical resources in Maths which increases access for those with disabilities without stigma.					
	In normal practice all classrooms have boxes in the middle of the table with appropriate resources. Some of these resources are specific to child needs e.g., magnifier, reading pen, coloured overlays etc.	Medium Implement new Pupil Support Plans (PSP) involving parents and pupils more in the process.	AS to train staff. Pupil support meeting to take place. Complete one cycle and review	AS/All class teachers	Completed	PSP show greater pupil and parent involvement in target setting and learning
	Curriculum resources include examples of people with disabilities.					
	Curriculum progress is tracked for all pupils, including those with a disability.	Medium Use AET new next steps framework to track children as appropriate	Children identified assessments put in place and reviewed	AS	As appropriate	Progress will be measured, recognise small step achievements
	IEPs have specific targets for children with SEND.					
	TAs have specific training on					

	<p>including children with specific needs e.g. AET Level 1.</p> <p>Intervention map shows support received and checks impact.</p> <p>Support from BOOST and EP ensures best inclusive practices are in place across the curriculum.</p> <p>All classrooms have unified visual timetables and visual labels on equipment.</p>	<p>Short Rebook AET Level 2</p> <p>Short Ensure new staff have correct labels in place.</p>	<p>Contact Director of Linwood training support and advice to rearrange</p> <p>Audit</p>	<p>AS</p> <p>AS</p>	<p>When Safe</p> <p>Completed</p>	<p>Training on going - When needed</p> <p>Signage is in place, always needs to be updated and replaced</p>
<p>Improve and maintain access to the physical environment</p>	<p>Toilets have been refurbished throughout the building.</p>	<p>Short To provide access to disabled toilet facilities across the school</p> <p>When the next update takes place a clear rethink of first floor toilets needs to take place including the drainage</p>	<p>None Ground floor has a facility available</p> <p>Include in building plan and budgets</p>	<p>N/A</p> <p>FP/SS</p>	<p>N/A</p>	<p>To monitor and maintain facility - ongoing</p>

Hearing	Lift access to upper floor	system allow a disabled toilet to be installed Short	None	FP/AS	N/A	Ensure servicing and constant checks
	Other Disabilities	Short Review the specific needs of pupils and staff with a disability or temporary impairment	Review termly with SENCO team needs and issues  Ensure all staff are aware of relevant issues and can provide equality of access	FP/AS	N/A	Review working practice and maintain
	Sound Sorba panels are fitted around the Reception and Year 1 classrooms and Annexe building. They are also fitted in the main school hall.	Short	Review termly with SENCO team needs and issues	FP/AS	N/A	Review and implement whenever necessary

<p>Improve the delivery of information to pupils with a disability</p>	<p>5 Staff trained in signalong</p> <p>4 staff trained in PECs</p> <p>PECs used with individuals</p> <p>5 Staff trained in PEICD</p> <p>Close links with speech and language therapy, following advice and speech and language TA working with individuals</p> <p>All classrooms have unified visual timetables and visual labels on equipment</p> <p>All children with visual impairment have matte laminates and have an Chromebook for Google Slides to be shared and iPad to enlarge work</p> <p>Soundboards in place whenever needed and adapt room for children with hearing impairment</p> <p>All Classrooms have visualisers ensuring that they can see work</p>	<p>Short</p> <p>Ensure new staff have correct labels in place</p>	<p>Audit</p>	<p>AS</p>		<p>Pupils and parents are involved in target setting and learning</p>

[illegible]



## **1. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher and full governing body

## **2. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health, safety and wellbeing policy
- Equality, Diversity and Inclusion Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- SEND and Inclusion
- Admissions policy
- School Prospectus
- Curriculum
- Staff development plan
- Vision statement
- Staff Handbook

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				