



Disability Access Plan for Corpus Christi Catholic Primary School

2018 - 2020

Overview

Under the provisions of the Equality Act 2010 Corpus Christi recognises the need to provide adequate resources for implementing an accessibility plan, and that the plan reflects our Disability, SEND and Single Equality Policies. In line with those policies, we will take the necessary steps to ensure that every young person, their families and also employees, are given equality of opportunity to develop socially, work, participate and learn and to enjoy community life.

Our objectives

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

Our strategy

- We will identify the nature of the school population, including pupils already in school and moving through it and the nature of the future intake, using advance information from pre-school/primary school etc.)
- We will audit the school's strengths and weaknesses in working with disabled pupils to include, the level of staff awareness of equalities legislation; areas of the curriculum to which disabled pupils might have limited or no access.
- We will review the opportunities for the participation of disabled pupils in after school clubs and school visits
- We will review the building and identify parts of the school to which disabled pupils have no or limited access.
- We will consider the impact on disabled pupils of the way the school is organised, for example, school policies and practices around the administration of medicines, and the physical environment of the school.
- We will review the ways in which information is currently provided for disabled pupils.
- We will report our findings without breaching confidentiality.
- Our plan will be informed by the views and aspirations of disabled pupils themselves, their families and the priorities of the local authority.

Our plan

The access plan will be very specific to this school based on the information gathered and consultation results. The plan will address the three areas of improving access to

1. The physical environment.
2. Access to education, benefits, facilities and services.
3. Access to information usually provided in written form.
4. Funding, monitoring, evaluating and reviewing the plan

Audit

We will use the following audit to assess its strengths and areas for development and then to plan the changes that it needs to make

Part 1: Physical environment

a. Toilet, Changing and Personal Care Facilities

Does the school have adequate facilities currently?

1. Accessible toilet facility that is large enough to accommodate a toilet and washbasin, bed, hoist and space for child, wheelchair and up to two adults.
2. A toilet cubicle that is slightly larger than average with handrails will rarely be adequate for a child with complex needs.
3. Many pupils with quite complex medical needs are attending mainstream settings and staff are receiving training from Health professionals and volunteering to carry out procedures. Is there a medical room. Do job descriptions for new support staff ensure that meeting the medical needs of disabled pupils is included?

b. Physical Accessibility

- Schools with upper floors should be mindful of the implications of physically disabled pupils accessing them.
- Where lifts are used there must always be an alternative method of returning the pupil to the ground floor in case of emergency, fire or lift failure.
- 'Evac' type chairs and staff trained to use them will usually be required. Where this is the case, or if a school has an alternative solution, this must be clearly identified in the plans for individual pupils and in the general evacuation procedures for disabled visitors.
- Schools with upper floors but no physically disabled pupils currently should be making plans for potential pupils in line with their anticipatory duty.
- Many physically disabled pupils are using powered wheelchairs which can be quite large and older accessible equipment may be too small. This is especially true of older lifts and toilets. Schools should plan to improve access for power chair users in accessing the school site.

- An allocated parking space for the parents of disabled pupils is vital, as is ensuring that the space is not used inappropriately, or blocked by other vehicles.
- Access into school from the parking space should be level with no obstacles.
- Heavy doors, sharp narrow turns and cluttered corridors will all be barriers to access. Where classroom space is tight, adjustments may have to be made to classroom layout in order to facilitate access.
- Some disabled pupils will need specialist furniture in order to access the curriculum. Schools have a responsibility to provide auxiliary aids and services for disabled pupils and this can include specialist equipment. Schools should make themselves aware of any existing support to purchase equipment.

Part 2: Access to the curriculum and learning

- All areas of the curriculum should be available to pupils regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity should be made available. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity.
- Depending on the impairments of your disabled pupils, planning specific staff training will improve access to the curriculum. Training is available from a number of sources.
- Purchasing specialist equipment will increase access to the curriculum for disabled pupils. Schools might plan to purchase more books with large print, writing slopes and pencil grips, or adjustable desks and chairs.
- Including review of the participation of disabled pupils during lesson observations will inform future developments in inclusion.
- Planning to use tools such as the Index for Inclusion can help a school improve access and raise awareness.
- Access to school visits can be problematic for some disabled pupils. Reviewing the school's visits policy and investigating more accessible venues and transport providers will be valuable, as will better forward planning and a creative approach to staffing.
- School minibuses are often inaccessible for pupils with mobility difficulties especially if they are wheelchair users. Accessible transport from private providers is generally expensive and schools may find it cost effective to plan to have their own accessible transport for the future.
- The needs of pupils with hearing and visual impairment need to be considered – hearing loops, large print texts, ICT equipment and computers.

Part 3: Access to written information

- Plans could be made to investigate symbol software to support learners with reading difficulties.
- Raising awareness of font size and page layouts will support pupils with visual impairments.
- Auditing the school library to ensure the availability of large font and easy read texts will improve access.
- Auditing signage around the school to ensure that is accessible to all is a valuable exercise.

Making it happen

It is important that our plans

1. Allocate lead responsibilities.
2. Set out clear timescales.
3. Identify necessary resources.
4. Have clear outcomes.
5. Build in review mechanisms and dates.
6. Should be reviewed annually and renewed every three years.
7. Should be easily available to interested parties. Many schools publish plans on their school website.

NB

The definition of disability under the law is a wide one.

- A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.
- The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.
- If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Example of A Format for an Access Plan

Part 1:

Physical environment

a. Toilet, Changing and Personal Care Facilities

1. Areas For Improvement	
2. Intended Outcomes	
3. Actions	
4. Resources	
5. Time Scale	
6. Lead responsibility	
7. Monitored Evaluated and Reviewed By	
8. Reported to Governing Body	

b. Physical Accessibility

1. Areas For Improvement	
2. Intended Outcomes	
3. Actions	
4. Resources	
5. Time Scale	
6. Lead responsibility	
7. Monitored Evaluated and Reviewed By	
8. Reported to Governing Body	

Part 2

a. Access to the curriculum and learning

1. Aresa For Improvement	
2. Intended Outcomes	
3. Actions	
4. Resources	
5. Time Scale	
6. Lead responsibility	
7. Monitored Evaluated and Reviewed By	
8. Reported to Governing Body	

Part 3

a. Access to written information

1. Areas For Improvement	
2. Intended Outcomes	
3. Actions	
4. Resources	
5. Time Scale	
6. Lead responsibility	
7. Monitored Evaluated and Reviewed By	
8. Reported to Governing Body	