Our Lady's Catholic Primary School

Accessibility Plan

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Chair of Governors Eileen Maroney-Barnett

Date of Agreement **June 2026**

Date for Review **June 2027**

Gospel Values	**Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words. **Eloquent** and **truthful** in what they say of themselves, the relations between people, and the world.
UNICEF Articles	**Article 2:** All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.
Skills Builder	

Our Lady's Catholic Primary School is a community whose mission is to know God, to love God and to serve God. It is a community created for love where we live, learn and pray together while following our dreams using the guiding light of Jesus. All our policies and procedures seek to reflect our mission within the life of the Catholic Church and her teaching.

Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favorably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled

pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school, a requirement of the Equality Act 2010, to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

a) increasing the extent to which disabled pupils can participate in the school curriculum;

b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

c) Improving the delivery to disabled pupils of information, this is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Our Lady's Catholic Primary School is a caring, inclusive school. We are a mainstream school for boys and girls from reception to year 6. The school comprises of one, two storey building.

We want every child to be able to engage actively in learning and so be able to reach their full potential in all areas of school life knowing that they are cared for and supported. Children's well-being is at the centre of our life in school and the key to raising academic standards

The School's Aims

- To be at the heart of our locality by working in partnership with families

and the wider community

- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED
- Equality Act 2010

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

The following measures are in place to support increased access for children with SEND:

- The school entrances via the car park and Key Stage 1 playground are wheelchair accessible
- The school reception area has lower sections and knee recesses for wheelchair users
- A dedicated disabled parking bay at the front of the building adjacent to the school reception entrance.
- A disabled WC.
- Doors on main circulation routes are held open on magnetic catches, linked to the fire

detection system.

- External landscapes and games areas are fully accessible to all.
- The dining hall is level and fully accessible to all pupils.
- We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.
- We consult with experts when new situations regarding pupils with disabilities are experienced.

Our Lady's Catholic Primary School Accessibility Plan 2024-27

1. Improving Participation in the Curriculum					
Priority	**Lead**	**Strategy / Action**	**Resources**	**Timescale**	**Success Criteria**
Effective communication and engagement with parents	SLT	Termly meetings with parents/carers – Termly consultations Termly ITP meetings with SENCo Meetings with external agencies Inspire workshops	Time allocated	In place and ongoing	Parents/carers fully informed about progress engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT / Senco/	Epipen training Intimate care policy and trained staff Training from SALT, CAT team, Educational psychologist Access to courses, CPD Ongoing guidance from specialists e.g. sensory support team for children with hearing impairment, physiotherapists (as required)	Training time TA time allocated	In place and ongoing: Epipen Training Team Teach (CS/HH) Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources to increase access to the curriculum for all pupils	Senco/ SLT	Strategic deployment of support staff/inclusion teacher Use of ICT	Apps to support learning on iPad	Clicker (May 2019) Flash Academy	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker
Adaptations to the curriculum to meet the needs of individual leaners	Senco	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Use of access arrangements for assessment/National tests	Independent speech therapist Occupational therapy/Sensory team/Physio as required	In place and ongoing	Needs of all learners met enabling positive outcomes
Appropriate use of specialised equipment to benefit individual pupils and staff	Senco	iPads available to support children with difficulty recording Sloping boards for pupils with fatigue problems or physical disability Coloured overlays for pupils with visual difficulty (Reading Rulers) Specially shaped pencils and pens for pupils with grip difficulty Use of wedge/wobble cushions	Specialist equipment as listed	In place &/or to be ordered as required	Increased access to the Curriculum Needs of all learners met.

		Use of weighted blanket, chew toys, fiddle toys, sensory diet toys Mantra Lingua resources for children with EAL			
Improve educational experiences for visually impaired pupils (When required)	Senco	Consult sensory support team Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs	Cost of equipment	In place when required	Teaching aids, white boards etc., more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for hearing impaired pupils	Senco	Daily maintenance and use of radio aids when required Consider hearing loop/sound field systems if recommended Consult Hearing Impairment team	Installation of equipment	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/Senco/Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
2. Improving Physical Environment					
Priority	**Lead**	**Strategy / Action**	**Resources**	**Time**	**Success Criteria**
Provision of wheelchair accessible toilets	Senco/HT	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	Physical accessibility of school increased
Access into school and reception to be fully compliant	Senco/HT	Designated disabled parking Wide doors and corridors	Maintenance	In place	Physical accessibility of school increased
Improvements to help the hearing impaired	Senco/HT	To seek advice – link alarm to fire alarms	Cost of equipment/ installation	Future plan	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school	Senco/HT	Signs indicate disabled parking bay and wheelchair friendly routes around School – seek advice	Cost of signs	Future plan	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	Senco/HT	Ensure that pathways are kept clear of vegetation	Cost included in ground`s	Ongoing	People with disabilities can move unhindered along

			maintenance contract		exterior pathways
Maintain safe access around the interior of the school	Senco/HT	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	Ongoing	People with disabilities can move safely around the school
Improve access arrangements during inclement weather	DM	Ensure designated pathways are safe and clear of any weather dangers and appropriate signage used	Cost included in grounds	In place	People with disabilities can move unhindered
3 Improve the Delivery of Written Information					
Priority	**Lead**	**Strategy / Action**	**Resources**	**Time**	**Success Criteria**
Availability of written material in alternative formats	Office/ SLT/ Senco/ EL/Pastoral	Improve availability of information for parents – display appropriate leaflets for parents to collect Provided translated documents where appropriate	Contact details and cost of translation / adaptation	ongoing	Information to disabled pupils/parents as appropriate. Written information available in alternative formats.
Ensure documents are accessible for pupils with visual impairment (when required)	Class teachers/ Senco	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment.	ongoing	Pupils able to access school documentation