# Our Lady's catholic Primary School

## Accessibility Plan

## *2026-2027*

At Our Lady's, our mission statement 'You are young, You are precious, You are loved' permeates through everything we do. We are committed to creating an inclusive and caring school where every child is valued and respected. We work hard to see that all children are nurtured and given every opportunity to achieve their very best and shine. We aim to create an inclusive learning environment which provides equal access to opportunities for all learners.

**Purpose of the plan**

This plan shows how Our Lady's intends to increase the accessibility of our school for disabled children, staff, parents/carers and visitors. This is a requirement under the Equality Act 2010. It sets out how the governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

We recognise the importance of staff training in all aspects of Special Educational Needs, Disability and Equality as being fundamental to bringing about improvement.

**Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

**Associated Documents**

The Action Plan for physical accessibility relates to the Access Audit of the School. The audit will need to be revisited prior to the end of the three-year plan period in order to inform the development of the new Plan for the following period. The Plan links to the SEN Policy and SEN Information Report and is published alongside these documents on the school website.

**Monitoring Procedures**

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criterion has been set so progress and outcomes can be measured. The plan is to be reviewed and updated at least every three years.

The school's complaints procedure covers the Accessibility Plan.

Approved by: Miss T Davies

Date: September 2025

Next review date: November 2026 (or as required by changes in circumstances)

**Section 2: Aims and objectives**

Our aims are to:

- 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

The table below sets out how the school will achieve these aims.

**Current range of known disabilities**

Our Lady's has children with a range of disabilities including moderate and specific learning difficulties and complex needs. We have a small number of children with specific physical disabilities. School works closely with a range of specialist services such as the Communication and Interaction Service, the Complex Needs Service, the Hearing Impaired Service and the Physical Disability Service to understand and meet children's needs. Our Lady's provides specialist equipment for individuals as advised to improve access to the curriculum.

| Aim: | Increase access to the curriculum for pupils with a disability | | | | |
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| **Current good practice** | Objectives | Actions to be taken | Person Responsible | Date to complete actions by | Success criteria |
| Teachers have attended training to equip them to teach and support children with particular needs. Teachers are aware of a range of strategies to meet the needs of pupils with SEND. | Further develop the expertise of teachers to meet the needs of pupils with SEND via inclusive, quality first teaching. | Staff meeting with focus on SEND at least once every half term. Access to suitable training courses. Each class to have an inclusion plan with strategies for inclusive, quality first teaching as well as for identified individuals. | Inclusion Leaders, Headteacher and Deputy | On-going from September 2025 | All pupils are engaged in learning with the appropriate degree of challenge and support. Data shows pupils with SEND are making good progress. |
| All teaching assistants have attended training on meeting the needs of pupils with SEND. Some have attended extended training in meeting the needs of pupils with particular difficulties such as hearing loss and autism. | Further develop the expertise of support staff to meet the needs of pupils with SEND | Training sessions for TAs to take place once every half term. SEND to be included in each session and the main focus in at least three of them. Additional specialist training relevant to role. | Inclusion Leaders, Headteacher and Deputy | On-going from September 2025 | Pupils with SEND are supported effectively and are making good progress.<br>TAs feel confident in supporting children with a range of needs. |
| Some members of staff have attended training and are experienced at meeting the needs of children with dyslexia. | Develop as a 'dyslexia friendly' school. | All staff to attend Level 1 training. Key staff in Foundation, KS1 and KS2 to attend enhanced training and to disseminate good practice. | Inclusion Leaders, Headteacher and Deputy | On-going from September 2025 | All staff have an awareness of the needs of pupils with autism. Pupils are well supported and make good progress. |
| Pupils with disabilities are encouraged to participate in all aspects of school life, including educational visits and after-school clubs. | Ensure that participation of children with disabilities in educational visits and after-school clubs is proportional | Audit participation in after-school clubs and visits. Pupil questionnaire to identify any barriers to participation. | Inclusion Leaders | September 2026 | Pupils with disabilities are proportionately represented in |

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| | to the number of disabled children in school. | Take appropriate action. | | | educational visits and at after-school clubs. |
| ICT is used to support the learning of pupils with more complex needs. Smartboards in classrooms are height-adjustable so can be used by all pupils.<br><br>Class iPads are to include applications to support those with appropriate needs in the classroom | Use ICT more widely to support the needs children with SEND. | Identify opportunities for ICT to be used to support learning. Ensure appropriate software is installed and equipment is available. Staff training. | Inclusion Leaders, Computing Coordinator | September 2025 | ICT used appropriately to support the learning of children with SEND |
| All pupils take part in PE | Ensure the PE curriculum is effective in developing the skills and meeting the needs of all pupils. | Gather information on accessible PE and disability sports relevant to the needs of pupils in school<br>Incorporate planning for pupils with disabilities into PE planning. | PE Coordinator, Inclusion Leaders | September 2025 | Children with disabilities enjoy PE and are making good progress. |

| **Aim:** | **Improve and maintain access to the physical environment** | | | | |
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| **Current good practice** | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
| A disabled toilet with handrails is available but there are no changing facilities for children needing personal care. | Changing facilities required in Early Years classrooms. | Purchase changing equipment. Install rail and curtain in Foundation to create changing area. | Head / governors | October 2026 | Children who need changing whilst at school can have their needs met. |
| There is currently no disabled parking space in the school car park. Parents of children with a physical disability are | Create a suitable disabled parking space in the school car park for use by disabled staff members. | Research information and identify suitable location. Plan into cost when lines in car park are next repainted. | Head / governors / office staff | As part of scheduled maintenance | Disabled car parking is available for staff members or if parking at the convent is not viable. |

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| able to park in the adjacent convent by arrangement. | | | | | |
| The main entrance to parent reception is at ground level and the entry buzzer is at an accessible level. The front door must be opened manually. | Ensure independent access to school office and parent reception area for all | Investigate system to allow independent entry for wheelchair users. Potential redevelopment of the school front entrance. | Head / governors | July 2026 | Disabled parents/carers/ visitors feel welcome |
| Wheelchair access to the school is available via the main entrance and entrances to the Foundation classroom and the KS1 classrooms. | Provide at least one accessible entrance from the playground into the KS2 corridor. | Investigate options and costs.<br>Include in budget planning.<br>Alter entrance or provide ramp. | Head / governors | October 2026 | Disabled access is available to KS2 area of school. |
| **Aim:** | **Improve the delivery of written information to disabled pupils** | | | | |
| **Current good practice** | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
| Staff use strategies to help pupils who have difficulty accessing written information but practice is not consistent. | Consistent good practice in delivering information to children that is normally provided in writing | Provide guidance to staff on dyslexia friendly and accessible formats and use of alternative strategies for providing information | Inclusion Leaders | September 2025 and on-going | All children with SEND have access to information in their preferred format. |
| Information is currently available to parents in print and electronically via SchoolComms and Class Dojo<br><br>The school office will support and help parents to access | Provide information to parents in an accessible manner | Review the accessibility of information currently provided to parents<br>Ensure information is in clear plain font, minimum size 12 and in simple English | Headteacher / Office Manager | On-going | All parents receive information in a form they can access. |

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| information and fill in school forms | | Ensure all parents are aware of support available via school office | | | |
| Information about the school is available on the school website | School website can be accessed by a person with a visual impairment e.g. bigger font size / high contrast available on their web browser. School will direct parents to further support and extensions that can make their equipment easier to use (e.g. dyslexia friendly for free) | Implement advice with aspects under school control<br>Ensure accessibility of website is planned for when the website is updated e.g. high contrast version, larger font size available. | Headteacher / Office Manager | September 2025<br><br>Updated on termly basis – depending on any changes | All parents are able to access the information on the school website. |

**Section 3: Access audit**

| Feature<br>*For example:* | Description | Actions to be taken | Person responsible | Date to complete actions by |
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| Number of storeys | The school is on one floor except for the staffroom which is accessed via a staircase. There are also three steps up to the Chapel. | Access to the staffroom is not needed by pupils or parents. Reasonable adjustments to be made for individual members of staff as needed, e.g. alternative location for rest breaks. | Headteacher / Office Manager | Monitored and adapted when necessary |
| Corridor access | All corridors are on one level with no steps between. Corridors are wide enough to allow wheelchair access. Most fire doors in corridors have low handles. They do not open automatically. Lowered handles have been fitted to all doors in KS1. | If required, adequate adjustments to be made for individual members of staff/children. | Site manager | Monitored and adapted when necessary |
| Lifts | There are no lifts in the building. | N/A | N/A | N/A |
| Parking bays | The school car park is very small and accessed by a tall gate which has to be manually opened and closed. In addition, access is via a busy footpath so particularly difficult at drop off and pick up times. Due to the unsuitability of the school car park, parking has been arranged at the adjacent convent when needed for pupils with a disability. | Disabled parking bay to be created in the school car park. | | |
| Entrances | The main school entrance to Reception, one of the entrances to the Foundation classroom and all the entrances to the KS1 classrooms are at ground level or have a slope up to the entrance. The remaining entrance to the | Provide at least one accessible entrance from the playground into the KS2 corridor. | Site manager | To be determined |

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| | Foundation classroom and the two entrances from the playground into the KS2 corridors have a single step up to the entrance. There is ground-level access to two KS2 classrooms and the intervention room from the rear of the school but this is not accessible from the playground. | | | |
| Ramps | There are currently no ramps in school. | Consider purchasing a ramp to provide wheelchair access from the playground to the KS2 corridor. | Site manager | Not currently required however research could commence. |
| Toilets | Staff and children's toilets are located on the ground floor. There is a disabled toilet with rails which can be accessed from Reception or the school hall. There is currently no changing facility. | Purchase changing equipment. Install rail and curtain to provide private area for changing in Foundation. | Site manager | September 2025 |
| Reception area | Reception is accessed via a ground-level entrance door. There is a buzzer system to gain entry – accessible? The door is operated by a member of the office staff. There is sufficient space to manoeuvre a wheelchair. | Investigate system to allow independent entry for wheelchair users. Include in budget planning. | | Not currently required. |
| Emergency escape routes | All emergency escape routes are kept clear and are accessible by all. | Monitor continuously | | Continuous |