

OUR LADY'S CATHOLIC PRIMARY SCHOOL



We ASPIRE that through the love of Jesus everyone should
"have life and have it to the full".

John 10:10

ACCESSIBILITY PLAN

Reviewed by: <i>Headteacher</i>	Approved by: <i>Governing Body</i>
Policy Date: <i>Spring 2026</i>	Next Review Date: <i>Spring 2029</i>
Review Frequency: <i>Every 3 Years</i>	



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1. Intent

At Our Lady's Catholic Primary School, we are committed to providing a fully inclusive environment where all pupils, staff, parents and visitors are valued and able to participate fully in school life.

Guided by our mission that all should "have life and have it to the full" (John 10:10), we aim to remove barriers and promote equality of opportunity for all. We are committed to ensuring that pupils with disabilities achieve as well as their peers and participate fully in all aspects of school life. We do this by taking account of pupils' varied life experiences and individual needs.

In line with the Equality Act 2010, this plan aims to:

- Increase access to the curriculum for pupils with disabilities
- Improve access to the physical environment
- Improve the accessibility of information

We are committed to:

- Developing a culture of awareness, tolerance and inclusion
- Ensuring high expectations for all pupils regardless of need
- Making reasonable adjustments proactively
- Working in partnership with pupils, families, governors and external agencies

This plan sets out how the school will improve accessibility over time for pupils, staff, parents and visitors with disabilities.

2. Legislation and Guidance

This plan complies with:

- Equality Act 2010 (Schedule 10)
- SEND Code of Practice (2015)
- DfE Accessibility Plan guidance
- Public Sector Equality Duty
- Ofsted Education Inspection Framework

A person is defined as disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school recognises its duty to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

3. School Context and Inclusive Practice

Our school is a single-storey site with multiple access points and generally good accessibility, including:



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- Accessible entrances and disabled toilet facilities
- Inclusive classroom environments
- Use of ICT and adaptive resources
- Full participation in trips, clubs and enrichment

We recognise a range of needs within our community, including:

- Learning difficulties
- Hearing impairment
- Communication and language needs
- Social, emotional and mental health needs
- Social, emotional and mental health needs

The school also has a significant proportion of pupils who speak English as an additional language (EAL). Many pupils are at different stages of language acquisition and require additional support to access the curriculum and school life.

The school is committed to ensuring that language is not a barrier to learning, participation or communication for pupils and their families.

We ensure:

- All pupils are taught within an inclusive, ambitious curriculum
- Staff receive ongoing CPD in SEND and inclusion
- External agencies support provision (e.g. SALT, EP, sensory services. EAL)

Accessibility is considered in:

- Curriculum design
- Building developments
- Risk assessments and educational visits

4. Accessibility Audit

The school regularly reviews accessibility across three key areas:

A. Curriculum Access

- Differentiation and adaptive teaching
- Access to enrichment, trips and wider curriculum
- Use of assistive technology

B. Physical Environment

- Movement around school
- Access to classrooms and facilities
- Safety and evacuation procedures



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C. Information Access

- Communication with parents
- Website accessibility
- Use of alternative formats

This audit informs short-, medium- and long-term priorities, as recommended in strong practice models



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A. Access to the Curriculum

Philosophy

We believe that all pupils at Our Lady's Catholic Primary School should have full access to a broad, balanced, ambitious and inclusive curriculum, enabling them to achieve their full potential and "have life to the full".

Principles

We will ensure that:

- The curriculum is adapted and inclusive, meeting the needs of all learners
- Teaching reflects high expectations for all pupils, including those with SEND
- Barriers to learning are identified early and removed effectively
- Pupils with disabilities participate fully in:
 - Classroom learning
 - Educational visits
 - Clubs, enrichment and wider opportunities

Procedures

In detail, we will:

- Ensure all lessons demonstrate adaptive teaching, including scaffolding, modelling and appropriate challenge
- Use Pupil Passports and individual plans to inform teaching and provision
- Provide assistive technology and adapted resources (e.g. visual timetables, overlays, ICT tools)
- Work with external agencies (e.g. SALT, Educational Psychologist, sensory services) to support access
- Ensure staff receive regular CPD in SEND, SEMH, medical needs and inclusive practice
- Provide targeted support for pupils with EAL, including pre-teaching of vocabulary, use of visual supports and structured language development strategies
- Plan and risk assess all educational visits and activities to ensure full accessibility
- Monitor classroom environments to ensure they support independence and engagement

Performance

We will:

- Monitor teaching through:
 - Lesson observations
 - Book looks
 - Pupil voice
- Track progress and participation of pupils with disabilities termly
- Evaluate the impact of interventions and adaptations
- Identify next steps to further improve access and outcomes



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B. Access to the Physical Environment

Philosophy

We believe that the physical environment of the school should enable safe, independent and dignified access for all pupils, staff, parents and visitors.

Principles

We will ensure that:

- Physical, sensory or medical needs are not barriers to participation
- The school environment is safe, accessible and inclusive
- Accessibility is considered in:
 - Daily practice
 - Health and safety procedures
 - Future planning and development

Procedures

In detail, we will:

- Conduct regular accessibility audits and learning walks to identify barriers
- Ensure all areas of the school are accessible where reasonably practicable, with appropriate adjustments in place where full access is not yet possible
- Maintain and review Personal Emergency Evacuation Plans (PEEPs), ensuring they are reviewed annually or when a pupil's needs change and are shared with all relevant staff
- Include accessibility as a standing item in:
 - Health and safety reviews
 - School development planning
- Provide appropriate equipment (e.g. hearing support, adapted furniture)
- Ensure all school activities and events are planned with accessibility in mind
- Work with external professionals where needed (e.g. OT, physiotherapy, sensory services)

Performance

We will:

- Produce clear action points following audits
- Monitor site accessibility through:
 - Governor visits
 - Premises checks
- Review progress against planned improvements
- Ensure no new barriers are introduced in future developments



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C. Access to Information and Communication

Philosophy

We believe that clear, inclusive communication—written, verbal and visual—is essential to ensure that all pupils, parents and visitors can fully access information and engage with school life.

Principles

We will ensure that:

- Communication is accessible, clear and inclusive
- Barriers related to:
 - Language
 - Literacy
 - Hearing or visual impairment are identified early and addressed effectively
- Parents and carers are able to fully engage in their child's education

Procedures

In detail, we will:

- Provide information in a range of formats, including:
 - Large print
 - Simplified language
 - Visual formats
 - Digital formats
- Alternative formats will be provided within a reasonable timeframe, in line with statutory expectations.
- Ensure key communications are accessible for families with EAL through translation, simplified language and verbal support where required
- Use translation tools and interpretation services where required
- Seek advice from specialist services (e.g. visual/hearing impairment teams)
- Ensure the school website meets accessibility standards
- Offer support through:
 - School office assistance
 - Meetings and workshops
 - Multi-channel communication (phone, email, in person)
- Provide key information (e.g. policies, newsletters) in accessible formats

Performance

We will:

- Monitor parent engagement and feedback
- Review accessibility of communication regularly
- Adapt communication methods based on need
- Ensure all stakeholders can access key information effectively
- Engagement of families with EAL will be monitored to ensure equitable access to communication and school life

A. ACCESS TO THE CURRICULUM

Objective	Timescale	Actions to be Taken	Lead	Success Criteria / Evidence
Embed high-quality adaptive teaching across all classes	Ongoing (monitored termly)	Deliver structured CPD programme on adaptive teaching, scaffolding, modelling and cognitive load. Include coaching, peer observations and modelling of best practice. Monitor through lesson observations, book looks and planning scrutiny.	SENCo / SLT	Lesson observations show consistent adaptive teaching; planning reflects appropriate adaptation; pupil voice confirms access; SEND pupils make strong progress from starting points
Ensure all pupils access the full curriculum including enrichment	Annual audit (review termly)	Track participation in trips, clubs and enrichment by group (including SEND). Remove barriers through additional staffing, adapted activities and risk assessments. Ensure all visits are pre-planned for accessibility.	SLT / EVC	100% participation in trips and enrichment; no pupils excluded due to need; risk assessments show adaptations in place
Strengthen use of assistive technology	Ongoing (review termly)	Audit current ICT provision. Introduce and embed tools such as speech-to-text, visual supports and recording devices. Provide staff training and monitor classroom use.	SENCo / ICT Lead	Increased independence of pupils; evidence of ICT use in books and lessons; improved engagement and outcomes
Improve staff confidence in SEND and inclusion	Ongoing (CPD cycle)	Deliver ongoing CPD (SEMH, autism, communication needs, medical needs). Use staff meetings, external training and National College modules. Share best practice across school.	SENCo	Staff survey shows increased confidence; monitoring shows improved classroom practice; reduced reliance on adult support
Ensure robust tracking of SEND outcomes	Termly	Track attainment, progress, attendance and participation of pupils with disabilities. Use pupil progress meetings to identify barriers and adjust provision.	SLT	Data shows gaps narrowing; improved attendance; increased participation; clear provision adjustments recorded
Strengthen transition support	Annual and as required	Develop detailed transition plans (including meetings, visits, information sharing). Liaise with receiving schools/settings and parents. Provide additional support where needed.	SENCo / Teachers	Smooth transitions evidenced through feedback; reduced anxiety; pupils settle quickly in new settings
Improve access to the curriculum for pupils with EAL	Ongoing (review termly)	Provide targeted language support including pre-teaching of vocabulary, use of visuals, modelling and structured talk. Train staff in EAL strategies and monitor implementation.	SENCo / EAL Lead / SLT	Pupils with EAL make expected or better progress; increased participation in lessons; monitoring shows effective use of strategies



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B. ACCESS TO THE PHYSICAL ENVIRONMENT

Objective	Timescale	Actions to be Taken	Lead	Success Criteria / Evidence
Maintain an accessible and safe environment	Annual audit + termly checks	Conduct full accessibility audit and termly learning walks. Identify barriers and prioritise actions. Ensure all areas remain clear and accessible.	Site Manager / SLT	Audit completed annually; identified actions addressed; environment remains safe and accessible
Improve access to all teaching spaces	Medium term (review annually)	Identify any remaining barriers (e.g. steps). Explore reasonable adjustments, funding or minor works to improve access.	Governors / Site Manager	All teaching spaces accessible or reasonable adjustments in place
Ensure safe evacuation for all	Annual review + termly checks	Develop and review PEEPs for all relevant pupils/staff. Train staff in responsibilities. Practise evacuation procedures through fire drills.	SENCo / Fire Officer	All staff aware of PEEPs; safe evacuation evidenced during drills; plans up to date
Improve signage and navigation	Ongoing (review annually)	Audit signage for clarity, contrast and positioning. Update signage to support visually impaired users and visitors.	Site Manager	Improved visibility and navigation; positive feedback from users
Maintain accessibility of outdoor areas	Ongoing	Ensure playgrounds, pathways and outdoor provision are accessible and safe. Review during site inspections.	Site Manager	All pupils access outdoor provision safely; no barriers identified
Ensure accessibility in future developments	Ongoing	Include accessibility considerations in all building projects and school development planning. Consult relevant professionals where needed.	Governors / SLT	No new barriers introduced; accessibility embedded in planning documentation



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C. ACCESS TO INFORMATION and COMMUNICATION

Objective	Timescale	Actions to be Taken	Lead	Success Criteria / Evidence
Improve accessibility of written communication	Ongoing	Provide letters and documents in simplified language, large print or alternative formats as required. Ensure consistency across school.	Office / SLT	Parents report information is clear and accessible; reduced requests for clarification
Ensure website accessibility compliance	Annual audit + ongoing updates	Audit website against accessibility standards. Update content, formatting and documents to ensure compliance.	ICT / Admin	Website meets accessibility requirements; all key documents accessible
Improve communication with families	Ongoing	Use multiple communication methods (email, phone, in person, newsletters). Provide support for completing forms and accessing services.	Office / SLT	Increased parental engagement; improved attendance at meetings
Provide translation and interpretation support	Ongoing	Use translation tools and external services for families with EAL. Provide translated or explained key information.	SENCo / Office	Families with EAL access information; improved engagement
Increase staff awareness of accessible communication	Ongoing (CPD cycle)	Provide guidance and training on communication strategies, including use of visuals and simplified language.	SENCo	Staff demonstrate effective communication strategies; improved understanding for pupils and parents
Develop use of visual and digital supports	Ongoing	Embed use of visuals, symbols and digital tools across classrooms and communication systems.	Teachers / SENCo	Pupils access learning more independently; reduced reliance on adult explanation
Ensure effective communication with families with EAL	Ongoing	Provide translated materials where possible, use interpretation services, and offer verbal support for key communications and meetings.	Office / SENCo	Increased engagement from EAL families; improved attendance at meetings; positive feedback



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D. INCLUSION AND FAMILY SUPPORT

Objective	Timescale	Actions to be Taken	Lead	Success Criteria / Evidence
Strengthen support for vulnerable pupils	Ongoing	Provide SEMH interventions, mentoring and support. Work with external agencies (e.g. CAMHS, outreach services).	SENCo	Improved wellbeing; reduced behaviour incidents; increased engagement
Increase parental engagement	Ongoing	Offer workshops, meetings and flexible communication opportunities. Provide targeted support for families where needed.	SLT	Increased attendance at meetings; positive parent feedback
Strengthen partnerships with external services	Ongoing	Work closely with LA services, health professionals and support agencies to meet pupils' needs.	SENCo	Improved outcomes for pupils; effective multi-agency working
Promote inclusive school culture	Ongoing	Embed inclusion through curriculum, assemblies, ethos and school values. Reinforce expectations of equality and respect.	SLT	Inclusive culture evident; positive behaviour and relationships

5. Monitoring Arrangements

This Accessibility Plan will be:

- Reviewed every three years, or sooner if required
- Monitored termly by the Senior Leadership Team and SENCo
- Approved by the Governing Body

The effectiveness of the plan will be evaluated through:

- Analysis of pupil progress, attendance and participation
- Monitoring of teaching and learning
- Accessibility audits and site inspections
- Feedback from pupils, parents, staff and governors
- The engagement and outcomes of pupils with EAL will be monitored to ensure equitable access to learning and school life

6. Links with Other Policies

This Accessibility Plan should be read alongside:

- SEND Policy
- SEN Information Report
- Equality Information and Objectives
- Behaviour Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions
- Risk Assessment Policy

This document is available on the school website:

[Our Lady's Catholic Primary School and Nursery](#)

Paper copies are available on request from the School Office