



Our Lady of Lourdes  
Catholic Primary School

## ACCESSIBILITY PLAN

### MISSION STATEMENT

Our Parish School of Our Lady of Lourdes

welcomes everyone in the community,

to share with us the joys of our Catholic Faith.

We worship, learn and play together in the love of Jesus,

helping one another to become the people

God has created us to be.

### Commitment to equality:

**We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.**

<b>Policy approved by Governing Body on:</b>	16 March 2026
<b>Date of next review:</b>	March 2029

This plan should be read in conjunction with the following policies:

- SEND Policy
- SEN Information Report

We believe that this accessibility plan is compliant with current legislation and requirements as outlined in the Equality Act 2010.

### Definition of Disability

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

At Our Lady of Lourdes, we are committed to the inclusion of all the pupils who, having met the admission criteria, are placed on our registers. We recognise that their inclusion may warrant preparation in terms of physical access, access to the curriculum and access to information. We will not discriminate against a pupil on the grounds of disability and will make reasonable adjustments to accommodate them in so far as our resources allow. We are committed to making changes and removing barriers, where feasible, in whatever area, which will affect this access and inclusion.

We believe *inclusion* to mean that all children have access to a broad and balanced curriculum and are given the support they need, dependent on availability of resources, to achieve their potential. These pupils may be gifted and talented, have special educational needs, have a disability, have English as an additional language or be from the travelling community.

We recognise that this Accessibility Plan must be adequately resourced, implemented and reviewed every three years.

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- Participation in the curriculum
- Physical access to facilities and services
- Availability of information

The purpose of our plan is to reduce and eliminate barriers to access the curriculum and to achieve full participation in the school community for all pupils and adult users with a disability.

## **Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010

### **[Equality Act 2010](#)**

and the Department for Education (DfE) guidance for schools on the Equality Act 2010

### **[Equality Act 2010: advice for schools - GOV.UK](#)**

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **Audit of existing achievements and provision:**

We seek to remove all barriers to learning and participation and are committed to all staff having the necessary training to do so.

### **Curriculum:**

- Information gathered on future pupils to facilitate advanced planning - includes pupils entering the Early Years Foundation Stage.
- Established procedures for the identification and support of pupils with Special Educational Needs.
- Detailed pupil information on SEN pupils given to relevant staff.
- Termly whole school tracking meetings with Class Teachers, SENDCo, Deputy and Head teacher.
- Pupils and parents involved in target setting and reviews of Learning Support Plans.
- Liaison with and support for staff and parents from external agencies (Educational Psychologist, CAMHS, BSS, Speech and Language Therapist, EWO, Physiotherapist, OT, EASA, Hearing Impaired Service and Visually Impaired Service)
- Speech and Language groups.
- Tiger team sessions for coordination development.
- SEND Friendly Classrooms with visual timetables
- Individual timetables for children with particular learning needs.
- Specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, IT curriculum access resources.
- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of amanuensis, large print papers).

- All curriculum planning will include clear adapted strategies tailored to pupils' individual needs, with regular assessment adjustments documented and reviewed in collaboration with pupils and parents.
- Learning Support Assistants and Teaching Assistants deployed to support pupil with specific needs as required.
- Risk assessments are carried out for all school trips
- Individual risk assessments are put in place for pupils with a high level of need.

Where appropriate, staff will receive additional training to enable them to be effective in the education of any of our pupils with disabilities. As is our practice, we will continue actively to promote and be involved in liaison with other professionals in the community to further this aim.

To ensure the Accessibility Plan is fully embedded, all school policies and development plans will explicitly reference accessibility considerations. Annual monitoring reports will be submitted to the Governing Body to evaluate progress and identify further needs.

### **Physical Access - School Site Navigation and Safety**

Our school is on one level but has steps up to the Yr1, Nursery and Reception classes. Access to these classrooms can be via the main school gate, which avoids the steps. Access to the hall for those with a physical disability can be made by walking around the perimeter of the school (with an appropriate adult) and entering via the main building.

- The steps up to the Infant playground have a contrasting colour for clear visibility.
- There are fire doors strategically placed around the school according to Health and Safety regulations. Both doors can be opened to ensure access for wheelchair users.
- Ground floor of building allows wheelchair access, with ramp access to the main school office.
- Disabled toilet on ground floor near hall.

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

A comprehensive accessibility audit of the school site will be conducted at least every two years to identify emerging barriers. Clear signage and tactile indicators will be installed to aid navigation for pupils and visitors with sensory impairments.

### **Access to Information:**

Provision of information is currently provided by review meetings, parents evenings and meetings with external agencies, as required.

The school has an open-door policy and parents may contact the school at any time if they feel they need advice or additional information.

Prospective parents of pupils with Education, Health and Care Plans and pupils identified as having a special educational need are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting at school.

These pupils may be visited in the pre-school setting and/or the home by school staff.

It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is respected and planned for.

Information for parents and pupils will be made available in multiple accessible formats (e.g., large print, Braille, audio) upon request. Staff will receive training on effective communication with pupils and families with sensory or communication impairments.

To ensure the future of the accessibility plan, this plan should become less of an independent strategy and more of a thread running through all of the school's plans and policies.