



Accessibility Plan 2025-2028

At Our Lady of Lourdes Catholic Primary School and Nursery, we are committed to ensuring that the Equality and Diversity Act 2010 supports the removal of barriers in every area of school life for children and adults with disabilities. This aim is also underpinned by our School Mission Statement; Catholic Social Teaching and other policies to ensure that all pupils, their families and employees are given equality of opportunities.

Our Mission	Principles	Procedures	Performance
Learning Like Mary All pupils should have access to a broad, balanced and relevant curriculum that is differentiated to meet their needs, including the national curriculum and foundation skills of reading, writing and number.	We will ensure: The curriculum is adapted, where required, to allow all pupils to have access to the curriculum A bespoke curriculum is provided for those children who are not yet able to access the national curriculum.	In detail, we will: Ensure that all lessons are adapted sufficiently to allow full access by all learners. Ensure that we support our most vulnerable learners to make progress at their challenge point. Provide training for our staff to make sure that they are able to meet the needs of all of our learners.	We will: Evaluate our lessons and identify the targets and steps to be taken to allow for access to the curriculum for all pupils.
Living Like Mary Our physical environment should allow for accessibility for all.	We will ensure: Physical, visual or hearing impairments are not barriers to pupils, staff or visitors to Our Lady of Lourdes. Health and safety issues fully take into account the needs of pupils, staff and visitors The facilities in our school meet or can be adapted to meet the needs of all pupils, staff and visitors.	In detail we will: Audit our school to identify barriers to access for pupils, staff and visitors with impairments, Include health and safety and safeguarding as an agenda item to focus on access issues.	We will: Identify targets that will give steps to improving access to the physical school environment for all pupils, staff and visitors.
Serving Like Mary Communication with our pupils and wider community (written, visual and spoken) is vital for pupils and visitors whose first language is not English or who have a reading or visual impairment.	We will: Make every effort to ensure that communications within school and between home and school are accessible to all.	In detail, we will: Ensure that communication with families is sent in a readable and timely way. Use a variety of formats for communicating with families Make use of resources to support translation and interpretation of information Facilitate the use of interpreters when required.	We will: Identify the steps that need to be taken to improve communication between staff, pupils and parents.



Accessibility Plan 2025-2028

This Accessibility Statement and Accessibility Plan comply with the Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.

An accessibility plan is a plan for:

- Increasing the extent to which disabled pupils can participate in the school's curriculum,
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Equality Act 2010: Schedule 10, Paragraph 3

Access to Premises and Facilities

No pupil is ever prevented from physically accessing the location of any lesson at Our Lady of Lourdes, even if this requires rewriting the school timetable. The school fulfils all duties under the Equality Act 2010. We are always happy to discuss the individual accessibility requirements of pupils, parents or any visitor to the school.

There is wheelchair access to the ground floor of the building with safe evacuation routes. Unfortunately, the upper floors are not accessible by wheelchair. Therefore changes will be made to classroom locations if necessary due to lack of accessibility.

Full access to education, school trips and physical education is provided for all children with any necessary adjustments being made so that all children are able to fully engage with all aspects of school life.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The school has a policy for pupils with medical conditions.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Admission Arrangements for pupils with Special Educational Needs and Disabilities

No pupil will be refused admission to school on the basis of his Special Educational Needs or Disabilities. In line with the Equalities Act 2010, we will take all reasonable steps to provide effective educational provision.



Accessibility Plan 2025-2028

Learning Like Mary - Improving Access to the Curriculum -

Objective	Timescale	Actions	Outcomes	Responsibilities
To further develop staff knowledge to ensure that universal provision supports the needs of learners with SEND.	Ongoing	Staff CPD on SEND Development on PLPs and Sensory Profiles Lesson visits and coaching Work with OT, EP and specialist teachers to develop universal provision across the school Work with staff to explore <i>Everyday Ordinary</i> document	Classroom climate is improved as learners' immediate needs are met Increased proportion of learners meet age related expectations because learning needs are met more effectively Classrooms show awareness of sensory diversity Lesson visits show adaptations are appropriate to learner needs	Inclusion team
To develop personalised learning plans for learners with SEND to provide clear targets and demonstrate measurable progress	Ongoing	Staff CPD for PLPs Development of SMART targets, appropriate to need Provide additional support for focus learners to ensure that plans meet their needs	PLPs are improved in quality showing measurable and appropriate targets for learners	Inclusion team All staff
To ensure that all classrooms have the appropriate climate for learning suitable for their age range and need	Ongoing	Staff training on classroom environment Produce a list of expectations for all learning environments in school.	All classes demonstrate an environment that is well matched to learner needs	All staff
Develop whole-staff use of Makaton to enable positive learning and communication and inclusivity for learners who are pre-verbal or hearing impaired. Continue to work with SAL Therapy to develop other communication tools	Summer 2028 and beyond	Provide training for reception and y1 staff in Makaton Encourage staff to use "Makaton word of the week" to build whole school awareness Teach 1 Makaton/BSL hymn each half-term to promote inclusivity	Whole school awareness of Makaton and inclusive practice for learners who are pre-verbal Communication with learners who are pre-verbal is enhanced by skilled staff	SLT EY/KS1 class teachers Inclusion team
Develop Blue Room practice and procedures to be a model of inclusive practice at OLOL	Summer 2027	Development of Blue Room staff Add a garden facility to provision Create induction pack and information for	Classroom environment in Blue room shows exemplary practice for learners with SEND	Inclusion team SLT



Accessibility Plan 2025-2028

		new starters Develop long-term curriculum plans, which can be tailored to the needs of each child Take advice from OT/EP/STS/Trust	New starters to Blue Room and their families feel supported and transition well Curriculum is tailored to meet the specific needs of each child Children show measurable progress from their starting points and towards EHCP targets	
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Serving Like Mary - Improving Access To Information

Objective	Timescale	Actions	Outcomes	Responsibilities
Review and develop information sharing arrangements to ensure that it is accessible to parents	annually	Implement use of MCAS to support direct parent communication Review letters home for readability Prepare to share information in a variety of formats (Braille, recorded, multi-language) if necessary Make links with interpreters	All parents receive and access relevant information	Office SLT ACT
Provide support to families at key transition points (entering reception, moving into y7)	annually	Direct parents to school visits in the summer term of y5/ autumn of N2 Provide relevant information to families and details of information in other formats Provide workshops to complete school application process Pro-actively contact parents re SIF submission and online form	Families understand the transition process All families are able to access support to complete applications on time	SLT Transition class teachers Office team
Consider simple language and symbol versions of key documents to support prospective pupils and families to access information	As required	Ensure website is compliant for access with visual impairment Ensure access to key documents in symbol and clear format if needed	Accessibility of key information is improved for all to access.	ACT SLT Inclusion team



Accessibility Plan 2025-2028

Living Like Mary - Improving Access To the Physical Environment

Objective	Timescale	Actions	Outcomes	Responsibilities
The school is aware of the access needs of disabled learners, staff and visitors	As required	Create access plans for individual learners as required Be aware of staff and visitor access needs and meet as appropriate	All parents receive and access relevant information	Office SLT ACT
Ensure that no group has difficulty accessing the physical environment	Annually and more often if required	Consider needs of learners, staff and visitors when considering any redesign of building Recognise the access limitations of the school building and make reasonable adaptations to provision e.g. changing classrooms or timetables to enable access to learning, equipment of activities for learners, staff and visitors with disabilities.	Checks undertaken to ensure safety of premises Learning and activities take place where there is access for learners and visitors with disabilities whenever possible. No child with disabilities is ever excluded from an event or activity because of their disability.	Site team SLT Inclusion team
Ensure that all pupils can be safely evacuated	As required	Create Personal Evacuation plans for all learners who may experience difficulties.	All children, staff and visitors can be safely evacuated in an emergency.	Site team SLT Inclusion team



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Accessibility Plan 2025-2028