



Our Lady of the Assumption Catholic Primary School



Approved Accessibility Plan

Approved by Full Governing Body: 8 July 2026

Signed Chair of Governors.

To be reviewed: July 2028, or dependent on any legislative changes

Safeguarding Statement:

'Our Lady of the Assumption Catholic Primary School is committed to safeguarding and promoting the safety and welfare of all children and expects all staff, parents, governors and volunteers to share this commitment.'

Our Vision

As a Catholic school that puts Christ at the centre, we are committed to encouraging everyone to 'Be the Best They Can Be'

Values and Ethos

We believe that everyone is made in the image and likeness of God and we value the equality of all, reject discrimination of any kind, and welcome the diversity of different cultures.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

At Our Lady of the Assumption, we have high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves to their potential. Everyone in our school is valued and included; we value uniqueness and success. As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We draw on the expertise of health care professionals, our Health and Safety Advisor and SEND services to ensure the best provision for our children.

This plan will be made available on the school website and as a paper copy if requested.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for SEND pupils	The SENCO works closely with teachers, drawing on the advice of professionals, to ensure that the curriculum is suitably adapted for SEND pupils. The school has a designated member of staff who works with children to support speech and language. School work with pupils to remove emotional barriers to learning through emotion coaching, access to the Pastoral Manager, access to a Mentor, Time for You, work with the Mental Health in School Team, support from the SEMHL team. Health Care Plans are in place which ensure pupils are able to attend school and receive the care they need and staff are trained to deliver the support necessary to implement	- all staff to feel confident to support SEND pupils to fully access the curriculum	- SENCO to liaise closely with external agencies - staff to participate in training to develop expertise		termly	- all teaching staff will be confident in a range of strategies to support learning for SEN pupils in their class as evidenced by lesson observations, books trawls and pupil interviews

	the plans. Good communication with parents ensures barriers are identified and step taken to tackle them The attainment of all pupils is tracked and those pupils under-attaining are targeted for intervention The school have developed a new curriculum which is accessible to all pupils. Teachers and TAs received high quality professional development so that they can support pupils with SEND. Behaviour plans in place to ensure pupils who struggle with their behaviour can access the curriculum. Adults are deployed effectively so that pupils with SEND are supported to access the curriculum.	- staff have a clear understanding of challenging behaviours so that pupils with behaviour needs are effectively supported to access the curriculum	- staff to be supported by SEMHL to implement behaviour support plans - pupils with behaviour needs to have access to support from the SEMHL team - pupils with behaviour needs to have access to support from the Pastoral Manager	Pastoral Manager SENCO	on-going	- pupils with behaviour needs are able to access the curriculum and make progress in line with their peers
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Improve and maintain access to the physical environment	The school is a one-storey site allowing easy access to all areas for wheelchair users. Corridors are wide and uncluttered enabling wheelchair access if needed. There is ramped access to the main entrance; key stage one/EYFS playground and to the hall from the KS2 playground.	- improve access to EYFS outdoor area for pupils with physical difficulties	- pupils with physical difficulties to use Nursery outdoor area to access some activities e.g. digging - equipment on slope to be moved down onto a flat surface - SENCO to work with external agencies to ensure appropriate, properly maintained, equipment is in place for pupils with physical difficulties.	- EYFS lead and teaching staff	- on-going as required	- pupils with physical difficulties are able to access a full range of learning opportunities
Improve the delivery of information to pupils with a	Visual timetables are used. All staff have been trained in the use of Makaton. Pupils with visual difficulties are given	- use of visual timetables in all classes	- all staff to be reminded to use a visual timetable	- Inclusion Lead	- on-going	- timetables will be displayed in every class

disability	enlarged print resources and are positioned in the class or hall to ensure they can see the board or screen We work with the Sensory Team to source resources for visually impaired pupils such as RNIB bookshare website.		- monitoring of classrooms to ensure visual timetables in place			
		- all EYFS and KS1 staff use basic Makaton signs when communicating with children; to be used in KS2 where appropriate	- EYFS lead to support staff in the use of Makaton	- EYFS lead - SENCO	- on-going	- communication is clearly and accessible for children with language and communication difficulties

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy