



ACCESSIBILITY PLAN 2025-2028

Introduction

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): 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 or her ability to carry out normal day to day activities.

Key Objective

Our Lady's aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents/carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Principles

Compliance with the DDA is consistent with the school aims and single equalities, and the operation of the schools' SEND Policy; The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002);

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework which underpin the development of a more inclusive curriculum;

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Education and related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers and appropriate health professionals from the local NHS trusts.

The school's SENCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.

Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

Physical environment

The school building is single story with a small mezzanine level for the library and resource room. The majority of the school building and playground is accessible for a child in a wheelchair. There are two disabled access toilets in school. The only part of the building that requires use of a ramp is the school library or resource room. All communal areas: Reception area, hall, ICT suite and classrooms are all on one level.

Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

OUR LADY OF PERPETUAL SUCCOUR CATHOLIC PRIMARY SCHOOL
ACCESSIBILITY PLAN 2025-2028

Targets	Strategies	Outcome	Timeframe	Evaluation
Aim: To increase the extent to which disabled pupils can participate in school's curriculum				
To ensure effective transition from pre-school to Reception for Pupils and Parents To identify individual needs and ensure continuity and progression on entry To enhance and ensure understanding of and commitment to School Policies and procedures	Continue to enhance Induction Programme (Use feedback from Parent questionnaires)	Relationships with staff, parents and pre-school settings enabling open discussion and efficient gathering of information regarding each child - ensuring all needs are catered for.	Spring and Summer term	
	Follow programme and timetable as developed and successfully used in previous years.		Annually	
	Hold transition meetings with pre-school providers.	Parents/Carers confident knowledge of and commitment to School Policies and Procedures.	Summer term	
	Deliver revised pre-school Literacy and Numeracy Workshops for parents and children	Transition meetings clarifying needs of individuals and implications for planning,	Autumn term	

		curriculum delivery and resources. Play workshops- parents aware of the importance of the Prime areas and their impact upon children being able to access the Specific areas for learning. Parents confidently supporting learning.		
To maintain existing high standards of inclusive practice and procedures to access a creative, broad, balanced and differentiated curriculum. (Inclusion Action Plan)	Continue confident implementation of Provision mapping. Timetable interventions as appropriate to need, refining focus across all ability groups and monitor impact. Focus on content of intervention support including entry and exit criteria. The school's intention is that all pupils continue to fulfil their unique potential and continue to make outstanding progress across all areas of the curriculum and wider school life. This will be supported by early assessment	Provision Mapping in place and entry and exit criteria being used effectively. Strategies in place ensuring progress and achievement of potential. Recording simplified.	Ongoing	

	of needs and appropriate provision of support/intervention including Personal Health and Well-being and basic skills in English and Mathematics. Other priorities and our school curriculum (see website) demonstrate that this will be in the context of and continued commitment Time and resources, including the deployment of staff will be allocated to support their assessment and progress. Our experienced Deputy Headteacher will provide proven teaching expertise, continuity and familiarity of staff for the children. A high focus will be upon the children's well-being, attitudes to learning and consolidation of basic skills. As stated, this will be in the context of our broad and ambitious curriculum. We must not compromise on the children's rights to this and their need to develop the cultural capital for their future success.			
To maintain high standards of effective parental support at home and in school	Continue to produce curriculum overviews and post on school website.	Parents/carers aware of curriculum offer and actively	Ongoing	

	Continue to use Home/School books,	engaged in their child's learning.	Ongoing	
	Parent questionnaires to facilitate communication between parents and teachers, enhancing identification of specific next steps for individual children.	Parents/carers are confident with own skills and more confidently support children at home.	Ongoing	
	Update School website Website is fully compliant Integral to Remote Education	Teachers are more aware of parents views and closer links aid knowledge of individuals development. Parents/Carers confidently supporting children with learning across the curriculum	Ongoing	
	Continue use of eSchools, SchoolComms and Blue Sky	Easy and full access to information for school and wider community	Ongoing	
	Emergency (Contingency Planning) will continue to ensure that if needed "Remote Education" to continue to be		Ongoing	

	closely aligned to the school curriculum. (See school website for Remote Education Policy)	Parents/Carers feel reassured and supported. Links maintained with children through parents due to the age of our children Progress of children supported by remote learning, as appropriate. Remote learning accessible to all reflecting Remote Education Policy and Action Plan.		
To maintain effective links with multi-agencies	Agencies to provide appropriate support including training, resources, identification of auxiliary aids in line with need	Collaboration ensuring staff confidently supporting children		
To ensure Educational Visits/outdoor learning activities are inclusive and safe	Review Educational Visits/outdoor learning activities policy/procedures /Risk Benefit Assessments	Policy and Procedures supporting/facilitating inclusive Educational Visits/outdoor learning activities		

To ensure Extracurricular activities are inclusive	Review extra-curricular activities offered. Maintain register of attendance.	Inclusive activities evident. Analyse attendance to ensure opportunity provided for all.		
To maintain awareness of responsibilities of all staff and governors in meeting the requirements of the General and Specific Duties of the Equality Act 2010 Review all policies and procedures.	Continue to attend relevant training Agenda item at meetings. Minutes.	Training supporting effective inclusive practice Evident high focus on the need of the individual and families Fair transparent Policy/Procedures support principles of Equality Act 2010. Staff and Governors are aware of and fulfil their duties and responsibilities.	Ongoing Staff Meetings Governin g Body Meetings Annually in line with policy review table	
Aim: To improve the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services offered by the school.				
To maintain existing high standards of inclusive physical environment	All accessibility issues incorporated into Building Projects: Focus Rolling programme redecoration Playground (Link to PE/Sport Action Plan) School will continue to take account of individual and school community needs when undertaking future	Accessibility and additional needs met within a reasonable timeframe in building design maintaining	Ongoing	

	refurbishment or premises projects including: Incorporation of appropriate colour schemes, lighting, fixtures and fittings. Optimum organisation of classrooms and corridors for disabled pupils. Advice sought from Archdiocese/LA on refurbishment/alterations to meet individual need.	inclusive environment for all. Physical accessibility of school maintained.	Ongoing	
To improve access to external support services for pupils, parents and carers.	Signpost parents as appropriate to relevant agency/support Open discussion on impact	Confident use of appropriate multi-agency support, effectively supporting needs of all	Ongoing	
To ensure the medical needs of all pupils are met	Review appropriate policies and procedures and staff and governors to familiarise and implement these as appropriate. Meet with parents to discuss individual needs (Remotely if required) Attend appropriate training. Liaise with and seek support and advice from multi agencies	Policies and procedures adhered to and training attended ensuring medical needs are met	Annually Ongoing	

Aim: To improve the delivery to disabled pupils and parents of information which is readily accessible to those who are not disabled.				
To continue to update the school website	Review layout of website and information provided	Website supporting effective communication	Ongoing	
Availability of written material in alternative format	Familiarisation of services available for converting written information into alternative formats.	Written information can be provided when needed in alternative formats on request or as need arises. Delivery of information to disabled pupils improved.	Ongoing	
To enable improved access to written information in line with identified need	Consider font size and page layout Audit school library and reading books Consider displays Continue to audit signage	Access to written information supporting good progress.	Ongoing	