



Accessibility Plan 2025/2026

Executive Head teacher: Mrs J.E. Davies

Vision Statement

At Our Lady of Lourdes RC Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Aims

Our Aims are:

- To increase access to the curriculum for pupils with a disability, medical condition or other access needs;
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services;
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community .

- 1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents/carers, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan will be monitored through the School Effectiveness Committee. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

- 2) Our Lady of Lourdes RC Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regards to disability and to developing a culture of inclusion, support and awareness within the school.

- 3) The Our Lady of Lourdes RC Primary School Accessibility Plan shows how access is to be implemented and improved for disabled pupils, parents/carers, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Our Lady of Lourdes RC Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Improve and maintain **access to the physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- **Increase access to the curriculum** for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010);

- Where needed, **adapt the delivery of written information** to pupils, staff, parents/carers and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

- 4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

- 5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and

documents:

- Health and Safety Policy
- Learning and Living Differences Policy (SEND)
- SEN Information Report
- Wellbeing and Readiness to Learn Policy.
- Single Equality Policy

6) The Accessibility Plan for physical accessibility relates to the **Access Audit** of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

7) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Section One - Current Evaluation

Access Audit

Physical Environment

The main part of school has six classrooms, including the Seedling and Orchard Resource Provision. All entrances to the main building are accessible. The main entrance features a secure lobby with wide doors for wheelchair access. There are two portacabins at the rear of the main building. The Year 5 and 6 portacabin is accessible with a pathway to the ramp to enter the portacabin. The Year 6 portacabin is situated to the right of the large portacabin. The designated path is not complete to the Year 6 portacabin. The ramp is accessible to the classroom. The school does not have any dedicated visitor parking. Visitors to the school use on-street parking, however a disabled space is available in the school car park for any disabled parents/carers or visitors to use. There are disabled toilet facilities available in school. The school has internal emergency signage and emergency lighting, and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum can present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments. Disabled pupils are able to and actively encouraged to participate in extra-curricular activities. Some aspects of extracurricular activities can present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs; however all reasonable adjustments are made to support as full an involvement as possible.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents/carers and staff as needed.

Management, coordination and implementation and review

- We consult with parents/carers, outside professionals and services when new situations regarding pupils with disabilities arise.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents/carers to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.
- We make links with other schools to share best practice through Bury's Inclusion Partnership, regular SENCo network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

Section Two – Accessibility Action Plan

1. Physical Access

Aim: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Actions	Aim	Timescale	Responsibilities	Success Criteria
Improve the physical school environment.	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing	Ongoing SLT, site manager and governors.	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Create personalised risk assessments and access plans for individual pupils where necessary. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. Pupil profiles are created for disabled pupils to	Ongoing	SLT, SENCo, all teaching staff and site manager	As full as possible inclusion for all pupils based on a shared understanding of their needs. Safe evacuation in an emergency.

	ensure all relevant information is shared with staff. Access Arrangements for statutory assessments are in place in line with government guidance. Alternative methods of recording are in place for pupils that struggle to record in writing e.g. the use of iPads and laptops.			
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2. Curriculum Access

Aim: Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs.

Actions	Aim	Timescale	Responsibilities	Success Criteria
To liaise with parents/carers and pre-school providers to prepare for the new intake of children into the EYFS each year.	To identify pupils who may need adapted or additional provision.	May to July annually.	HT/ EYFS Lead / EYFS Teachers/SENCo/Specialist Speech and Language Teacher	Appropriate provision in place ready for when the child/ren start school.
Class teachers to liaise to discuss children with disabilities/additional needs before transition at the end of the year.	To ensure that new class teacher/s know what provision identified child/ren need and have provision in place for the start of the school year.	June/July annually.	Class teachers	Appropriate provision in place ready for when the child/ren start school.

To review policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	Ongoing	SLT & Governors	All policies clearly reflect inclusive practice and procedure.
To establish and maintain close liaison with parents/carers.	To ensure collaboration and information sharing between school and families.	Ongoing	SLT & all teaching staff	Clear collaborative working approaches through regular child-centred meetings, risk assessment reviews, provision reviews and action planning.
To establish and maintain close liaison with outside agencies for pupils with additional needs.	To ensure collaboration between all key personnel.	Ongoing	SLT/SENCo, all teaching staff and outside professionals.	Clear collaborative working approaches through regular child-centred meetings, risk assessment reviews, provision reviews and action planning.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision.	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENCo and all teaching staff, extra-curricular service providers and educational visits settings.	Evidence that appropriate considerations and reasonable adjustments have been made

3. Written Information Access

Aim: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

Actions	Aim	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents/carers and visitors.	Create and offer information in alternative formats.	Ongoing	SLT, SENCo, Teachers	Evidence that appropriate considerations and reasonable adjustments have been made.
Ensure that reasonable adjustments are made for parents/carers with a disability, medical condition or other access needs so as they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents/carers and make reasonable adjustments where possible.	Ongoing	All school staff and parents/carers.	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents/carers can fully support their children in their education.

2025/2026 Priorities

ACCESSIBILITY TARGET	ACTIONS	ESTIMATED COST	TIMEFRAME
1. Staff knowledge and confidence in delivering high quality inclusive teaching meeting the needs of <i>all</i> learners.	Staff knowledge and confidence of how to adapt effectively so that all pupils, including those with disabilities, can access the curriculum to be audited and further developed. Further training to be delivered/sourced by the school SENCo as required.	Within school's own resources.	Ongoing throughout the 2025/2026 academic year.

2. Learning environment (a).	SENCO to ensure all learning environments continue to be dyslexia friendly and in line with the requirements of the Dyslexia Awareness Quality Mark.	Within school's own resources.	September 2025
3. Resources (a).	Class teachers to ensure that pupils have access to concrete resources e.g. Numicon, counters, phonic mats, reading rulers etc. and these are displayed in each class on a 'Help Desk' to promote independence. Class teachers to ensure organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence.	Within school's own resources.	Ongoing. September 2025
4. Recording of work (Alternative methods of recording)	Staff to continue to develop their knowledge and confidence of how pupils with dyslexic type learning needs and other barriers to written recording can use alternative methods of recording.	Within school's own resources.	Ongoing
5. ICT (a)	SENCo/Class teachers to ensure that pupils with dyslexic type learning needs and other barriers have access to laptops with Word and Clicker 7 installed; and/or use of iPad apps including Book Creator and Pages to record their work in different ways.	Within school's own resources.	Ongoing
6. Training (a)	SENCo to provide/arrange appropriate and relevant ongoing training for all staff on matters of inclusion as per SEND audit and pupil need.	Within school's own resources.	Ongoing

This accessibility plan was agreed by the Governing Body:

Date: September 2025

It is due to be reviewed and updated annually.

Date: September 2026