OUR LADY & ST. PHILOMENA'S
CATHOLIC PRIMARY SCHOOL

The Love of Christ Shines Here

Accessibility Plan

2026 – 2029

Date written:	September 2026
Date to review:	September 2029

'The Love of Christ Shines Here'

Our School is Christ-centred where Gospel values permeate our daily lives.

We extend our hand of friendship to the wider community in the spirit of love, peace and justice.

We create opportunities to celebrate the uniqueness of every child and nurture them through a stimulating and enriching curriculum.

Schools are required under the Equality Act 2010 to have an accessibility plan.

School aims

Our Lady & St Philomena's Catholic Primary school is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. We offer a broad and balanced curriculum and have high aspirations and expectations for all children. The achievements, attitudes and wellbeing of every pupil matters.

Purpose of plan

This plan shows how Our Lady & St Philomena's Catholic Primary School intends, over a period of three years, to increase the accessibility of our school for pupils, staff, parents/carers and visitors SEND (special educational needs and disabilities)

Disability definition

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- 'substantial' is more than minor or trivial, e.g., it takes much longer than it usually would to complete a daily task like getting dressed

- 'long-term' means 12 months or more, e.g., a breathing condition that develops as a result of a lung infection

Our Accessibility Plan will aim to:

1. Increase the extent to which disabled pupils can participate in the curriculum

2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

3. Improve the availability of accessible information to disabled pupils/parents

Priority 1: Access to the curriculum				
Outcome	**Action**	**Lead**	**Timescale**	**Success Criteria**
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	Staff to attend training provided on (but not limited to) epilepsy, dyscalculia, dyslexia, sensory processing challenges, ASD, ADHD, speech & language. Staff to attend SEND 'spotlight' meetings for updates on removing barriers/inclusive practice.	Headteacher (HT) Deputy Headteacher (DHT) SENDCo	On going Training to be planned for, at least, once per term	Staff feel confident to remove foreseen potential barriers to learning before a problem arises. All children access learning.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo to work with outside agencies/professionals to assess who needs and to provide resources/adaptations as necessary for SEND pupils/staff including (but not limited to) writing slopes, overlays, tactile toys, weighted equipment, pencil grips, visual timetables, coloured paper, wobble cushions, TheraBands	SENDCo Class teachers	Ongoing	Equipment will be provided for pupils/staff to remove barriers to learning/teaching. All children access learning.
Meet individual needs of pupils during statutory assessment during end of KS1/KS2 tests and the Phonics Screening Check in Y1.	Children will be assessed in accordance with regular classroom practice, and access arrangements such as coloured paper, enlarging, additional time and modified tests will be applied for as needed.	HT DHT SENDCo Class teachers	Annually	Barriers to learning will be reduced Children can access statutory assessments
Appropriate use of intervention	SENDCo to review interventions for impact and progress termly during pupil progress meetings through the use of provision maps.	HT DHT SENDCo PP & EAL lead	On going Termly pupil progress meetings	SEND pupils making progress in line with their baseline data. Support provided for SEND pupils to access learning.

Curriculum resources to include examples of people with disabilities	Subject leaders to ensure, where possible, curriculum content/resources refer to and/or show people with disabilities (for example, dolls with disabilities, images with wheelchair users)	All subject leads with support of SLT	On going	Resources which reflect various (is possible all) types of disabilities.
Effective communication and engagement of parents	Important dates to be shared with parents with notice to make appropriate arrangements. Important dates and positive achievements to be shared in newsletter/via social media/Dojo/seesaw Parents to be informed of their child's provision/progress termly through the use of pupil profiles. SENDCo to lead/attend annual reviews for children with an EHCP.	HT DHT SENDCo Class teachers	On going Termly pupil profiles	Increased engagement of parents. Parents will be informed of their child's progress & attainment.
Priority 2: Access to the environment				
Outcome	**Action**	**Lead**	**Timescale**	**Success Criteria**
School site accessible to all **<u>Information:</u>** **We are a two-storey building with one set of stairs to access upstairs classroom/staff.** **Access to site is on ground level.** **A disabled parking space is available in the car park outside the school entrance should it be required.** **An accessible toilet in available on site.**	Review which class can use upstairs classroom based on cohort. Review staff room being upstairs if needs of staff change. Detailed transition meetings with in-year school transfers or with secondary schools to ensure specific pupil needs continue to be met successfully in new setting.	HT DHT SENDCo Caretaker	Annually/as necessary	Visitors, staff, pupils & parents can access and safely move around school.

Maintain safe access round the interior and exterior of the school	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Individual risk assessments to be in place where necessary.	Caretaker All staff	Ongoing Walkways/classrooms to be cleared of obstruction as and when seen	Safe access throughout the school. Individual needs to be met.
Access to school day trips/residentials	Ensure pre-visits take place where possible. Completed risk assessments to include individual needs of pupils/staff/volunteers where necessary.	HT DHT SENDCo EVOLVE lead	Ongoing	All pupils able to attend trips with their peers.
Priority 3: Access to information				
Outcome	**Action**	**Lead**	**Timescale**	**Success Criteria**
Written materials available in alternative formats	Offer information electronically and on paper. Use text messages to communicate where appropriate. Use Google translate or other platform as necessary to communicate in different language. Use Class Dojo to message parents as it has a translate function for those with English as a second language.	All staff	Ongoing	Parents able to access all information.
Access/navigation of website	Check fonts, colours & organisation of school website for easy access. Offer information electronically and on paper. Website tab to change language as necessary.	HT SENDco Subject leaders Class teachers	Ongoing	Information on website will be accessible to all.
Compliance with digital accessibility standards	Ensure the school website and all associated digital platforms comply with **Web Content Accessibility**	HT SENDCo Subject leaders Class teachers	Ongoing	Digital communications meet statutory public sector accessibility regulations.

	Guidelines (WCAG 2.2 Level AA) standards. Regularly audit downloadable files (such as PDF policies, newsletters, and forms) to ensure they are fully accessible to screen readers and assistive technologies. Publish and annually review a compliant **Accessibility Statement** on the school website homepage.			All stakeholders—including parents with visual, motor, or cognitive impairments—can independently navigate and use online resources.