Accessibility Plan 2026–2029

Our Lady and St Rose of Lima Catholic Primary School

Learning, Living, Loving together in Christ

Purpose and statutory scope

This Accessibility Plan sets out the school's commitment and planned actions to improve accessibility for disabled pupils over the period 2026–2029. It addresses the three statutory requirements of Schedule 10 of the Equality Act 2010: curriculum participation, the physical environment and accessible information. The plan will be implemented, monitored and reviewed regularly, with progress reported to the Governing Body annually.

The school has an accessible toilet and no significant internal physical barriers have currently been identified. However, some outdoor areas and playground spaces present accessibility challenges for wheelchair users. Visual timetables, sensory resources and assistive technology are available in some classrooms. The school will undertake further accessibility audits to identify barriers and prioritise improvements.

1. Improve disabled pupils' access to curriculum content

Statutory area	Curriculum
Actions to be taken	• Audit current use of assistive technology and accessible resources, including pupil-specific needs and gaps. • Provide targeted staff training in assistive technology, visual supports and accessible resource design. • Provide curriculum materials in appropriate accessible formats and make reasonable adjustments for individual pupils. • Review accessibility of curriculum materials and the impact of adjustments at least annually.
Success criteria	• Audit completed and priority gaps logged with named actions. • Pupils who need adaptations can access learning materials through suitable adjustments, evidenced in pupil reviews and lesson visits. • Staff training completed and confidence/implementation evaluated.
Responsible	SENCO; SLT; Subject Leaders; Class Teachers
Timeframe	Baseline audit by Spring 2027; training and improvements 2027–2028; review annually

2. Maintain high expectations and appropriate support

Statutory area	Curriculum
Actions to be taken	• Identify barriers to participation and learning, and agree individual reasonable adjustments. • Maintain SEN support plans/IEPs where appropriate for pupils with SEN; do not require an IEP solely because a pupil is disabled. • Provide ongoing CPD in adaptive teaching, scaffolding and inclusive classroom practice. • Monitor progress from individual starting points and adapt support in response to evidence. • Recognise achievements and share effective inclusive practice across school.
Success criteria	• Individual needs and adjustments are recorded and reviewed appropriately. • Monitoring shows teaching adaptations being implemented consistently where needed. • Pupil progress and participation are evaluated from individual starting points, with barriers acted upon.
Responsible	SENCO; SLT; Class Teachers
Timeframe	Ongoing; termly pupil reviews and annual evaluation

3. Enable varied and accessible ways to demonstrate learning

Statutory area	Curriculum
Actions to be taken	• Review assessment approaches to identify barriers for disabled pupils. • Train staff in suitable alternative ways for pupils to demonstrate understanding. • Use oral, practical, digital or other accessible assessment methods where appropriate, while preserving the intended learning objective. • Review pupil engagement and assessment accessibility following implementation.
Success criteria	• Assessment audit identifies barriers and records responsive adjustments. • Pupils can demonstrate learning using suitable methods without unnecessary disability-related barriers. • Staff can explain and evidence appropriate adaptations; pupil feedback informs review.
Responsible	SENCO; Subject Leaders; Class Teachers
Timeframe	Review by Summer 2027; embed during 2027–2028; annual review

4. Improve access to school events and wider activities

Statutory area	Curriculum and participation
Actions to be taken	• Check accessibility at the planning stage for trips, performances, clubs, PE, worship and workshops. • Provide reasonable adjustments such as suitable seating, accessible routes, sensory supports or communication assistance according to need. • Explain arrangements to families and seek views from disabled pupils and parents/carers. • Review participation and address any barriers identified.
Success criteria	• Event/trip planning records accessibility considerations and necessary adjustments. • Participation data and feedback identify barriers and prompt improvements. • Disabled pupils can take part in wider school life with suitable arrangements.
Responsible	SLT; SENCO; Event/Trip Leaders; Class Teachers
Timeframe	Ongoing; check for every relevant activity; review annually

5. Improve access to the physical environment, including outdoor areas

Statutory area	Physical environment
Actions to be taken	• Carry out a documented access audit of entrances, internal routes, playgrounds, outdoor learning, paths, toilets and emergency arrangements, involving site staff and pupil/family views where appropriate. • Map areas difficult to access by wheelchair and agree immediate safe arrangements for any affected pupils. • Prioritise feasible physical improvements, obtain costings and assign responsibilities, considering resources and specialist advice where needed. • Reassess accessibility after changes and review the site audit annually.
Success criteria	• Site audit and priority barrier register completed. • Interim access arrangements documented where needed; no pupil is left without consideration of necessary reasonable adjustments. • Prioritised works have owners, target dates and progress evidence; access to outdoor learning/play improves.
Responsible	Headteacher; SENCO; Site Manager; Governing Body
Timeframe	Audit by Spring 2027; priorities/costings by Summer 2027; phased actions 2027–2029; annual review

6. Improve the accessibility of information for disabled pupils

Statutory area	Accessible information
Actions to be taken	• Review how written, spoken and digital information is provided to disabled pupils, including classroom instructions and school communications directed at pupils. • Agree processes for providing appropriate alternative formats, such as large print, symbols, visual supports, audio and accessible digital files, within a reasonable timeframe. • Seek pupil and parent/carer views about communication needs and preferred formats. • Give staff guidance and review the effectiveness of accessible information provision.
Success criteria	• Accessible-format requests and individual communication needs are acted on promptly and recorded appropriately. • Staff know how to produce or request suitable formats. • Pupil/parent feedback and sample checks demonstrate improved access to information.
Responsible	SENCO; SLT; Class Teachers; Office Team
Timeframe	Initial review and guidance by Spring 2027; implement 2027 onward; annual review

Monitoring, review and accountability

The Headteacher and SENCO will coordinate implementation and review progress at least annually. The Governing Body will receive an annual progress report covering actions completed, barriers remaining, pupil and parent/carer feedback, evidence of impact, and any budget or premises decisions required. The plan will be revised when needs or circumstances change and will be implemented with regard to adequate resources. This Accessibility Plan will be published on the school's website and made available in alternative accessible formats upon request.

The Governing Body will ensure that appropriate resources are considered when implementing this plan. Progress against each objective will be recorded, including actions completed, outstanding barriers, financial implications and evidence of impact. The plan will be reviewed annually and updated whenever significant changes in pupil needs, school facilities or statutory requirements arise. A new three-year plan will be prepared for 2029–2032.

Governor review record

Presented to governors	22.10.2026
Approved by	OLSR Governing Body
Next annual review	October 2027