

ACCESSIBILITY PLAN

2026

Our Mission Statement

Our Lady of Grace RC Primary School recognises that each member of our community is unique and made in the image and likeness of God. Our School will encourage each member:

Through **WORK**, to develop his or her potential

Through **WORSHIP**, to learn to know and love God and His world

Through **WITNESS**, to proclaim to all the peace, joy and glory of God

As Catholics we live our faith through all aspects of our lives. Our Mission Statement underpins our thinking when implementing this procedure

PURPOSE OF THE PLAN

The school recognises that accessibility and inclusion are key components of the Ofsted Education Inspection Framework, particularly in relation to quality of education, behaviour and attitudes, personal development, and leadership and management.

LEGAL BACKGROUND

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:

He or she has a physical or mental impairment **and** the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This plan sets out the proposals the school to secure appropriate access to education for disabled pupils in the three required key areas of; curriculum, environment and information:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in before and after school clubs, leisure and cultural activities or school visits;

- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education;

- improving the delivery of information to disabled pupils, which is provided in writing for pupils who are not disabled. e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

This Accessibility Plan takes account of the SEND Code of Practice, which provides statutory guidance on duties, policies and procedures relating to children and young people with special educational needs and disabilities.

This plan is also informed by the Children and Families Act 2014, which underpins the system for supporting children and young people with SEND, including the provision of Education, Health and Care Plans (EHCPs).

In line with the Public Sector Equality Duty, the school will have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between those who share a protected characteristic and those who do not.

The school will make reasonable adjustments to policies, practices and the physical environment to ensure that disabled pupils are not placed at a disadvantage compared with their peers.

Our Lady of Grace RC Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes 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 parental involvement and discussion.

RANGE OF DISABILITIES

The SEND Lead meets annually with the School Governors to report on the range of disabilities currently in school and how they will be supported. We work closely with Bury local authority and medical professionals to ensure we get the help that is needed.

This policy runs alongside the school's medicine and care plan policy.

EQUALITY AND INCLUSION

The school will actively seek and consider the views of pupils with disabilities when reviewing accessibility arrangements and planning further improvements.

The school uses current and respectful terminology when referring to disabilities and will ensure that language reflects best practice and remains inclusive

This policy runs alongside the equality and inclusion policy, the behaviour policy and the safeguarding policy.

Objectives	Strategies	Outcomes	Timescale
To ensure that the Accessibility Plan becomes an item at Governor meetings at least every 3 years.	*Delegated to Premises Committee*	*Adherence to legislation.*	*At least every 3 years*
To improve staff awareness of disability issues.	*Review staff training needs.* *Provide training for members of the school community as appropriate.*	*Whole school community aware of issues.*	*On-Going*
To ensure that all policies consider the implications of disability access.	*Consider during review of policies.*	*Policies reflect current legislation.*	*On-Going*
To ensure this Accessibility Plan is reviewed at least every 3 years.	*Premises Committee to discuss updates annually.*	*Accessibility Plan is up to date and fit for purpose.*	*At least every 3 years*

PHYSICAL ENVIRONMENT

Objectives	Strategies	Outcomes	Timescale
To ensure that, adjustments to the school buildings and grounds maintain accessibility for all children and adults.	*Audit of accessibility of school buildings and grounds when making building adjustments.*	*Modifications will be made to building / development proposals to maintain access.*	*On-Going*
To ensure building upkeep/maintenance takes account of Accessibility requirements.	*Consider colour/paint schemes for visual impairment needs when re-decorating. Maintain step edgings / outdoor ramps / footpaths / signs etc., to a good standard to secure on-going suitable access.*	*On-going school upgrade and maintenance will meet requirements*	*On-Going*

CURRICULUM

Objectives	Strategies	Outcomes	Timescale
To continue to train staff to enable them to meet the needs of children with a range of SEND.	*SEND Lead to review the needs of children and provide training for staff as needed.*	*Staff are able to enable all children to access the curriculum.*	*On-Going*
To ensure that all children are able to access, as far as is safe to do so, all out of school activities, e.g., clubs, trips, residential visits etc.	*Review of out of school provision to ensure compliance with legislation.*	*All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.*	*On-Going.*
To provide specialist equipment to promote participation in learning by all pupils.	*Assess the needs of the children in each class and provide equipment as needed, e.g., special pencil grips, headphones, writing slopes, adaptive communication aids, aids for hearing etc.*	*Children will develop independent learning skills.*	*Reviewed termly by SEND Lead*
To meet the needs of individuals during statutory end of KS2 tests.	*Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.*	*Barriers to learning will be reduced or removed, enabling children to achieve their full potential*	*Annually*

WRITTEN / OTHER INFORMATION

Objectives	Strategies	Outcomes	Timescale
To ensure that all parents and other members of the school community can access information.	*Written information will be provided in alternative formats as necessary and as required.*	*Written information will be provided in alternative formats as necessary.*	*As needed*
To ensure that parents who are unable to attend school because of a disability can access parents' evenings.	*Staff to hold parents evening by phone or send home written information.* *SLT to discuss other ways to enable parents with disabilities to access information.*	*Parents are informed of children's progress. Alternative solutions are agreed.*	*Termly*

This Accessibility Plan will be published on the school website and will be made available in alternative formats upon request

Progress against the Accessibility Plan will be monitored annually by the SEND Lead and Senior Leadership Team and reported to the Governing Body, with a full review taking place at least every three years.

Reviewed by: Governors Spring 2026

Next Review: Spring 2029