

**OUR LADY AND ST PAUL'S RC
PRIMARY SCHOOL
A Voluntary Academy**



'If I am without Love, I am nothing.' 1 Corinthians 13:2



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ACCESSIBILITY PLAN

If, after reading this plan, you have any questions relating to disability and /or accessibility please do not hesitate to contact us on 01706 360 827 and we will be happy to help.

Mrs Aspinall- Headteacher
Mrs Stanton - SENDCo

The Governors and staff at Our Lady and St Paul's RC Primary School are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. We believe that each person should be loved and valued so they can be, 'the human person fully alive.' We offer a broad and balanced curriculum and have high expectations of all children so that each and every child can realise their full potential.

Definition of Disability under the DDA

- 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
- To fall within the Act, a person must be substantially affected by their disability in one or more of the following capacities: Mobility, Physical co-ordination, Manual dexterity, Contenance, Ability to lift, carry or otherwise move everyday objects, Speech, Hearing, Eyesight, Memory or ability to learn, concentrate or understand, Perception of risk or physical danger

What do 'substantial' and 'long-term' mean

- '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



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1. Our Lady and St Paul's R.C Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes.
2. 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 LA 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.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. Our Lady and St Paul's R.C Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school 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;
 - improve 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;
 - improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include 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.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. 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.

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7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Statement
 - Equality, Equity, Diversity and Inclusion
 - Health & Safety Policy
 - School trips and visits Policy
 - Special Educational Needs Policy
 - Behaviour Policy
 - School Development Plan
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School. 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.
9. 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.
10. The School's complaints procedure covers the Accessibility Plan.
11. The Accessibility Plan will be published on the school website.
12. The Accessibility Plan will be monitored through the Governor Curriculum Committee.
13. The Accessibility Plan may be monitored by Ofsted during Inspection processes.

Signed *H. Aspinall*

Date 2.3.2026

Review date: March 2027

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Issue	What	Who	When	Outcome	Review
Availability of written material in alternative formats such as enlarged font, coloured paper etc.	The school will make itself aware of the services available through appropriate bodies for converting written information into alternative formats when necessary	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Children will have written materials suitable for their individual needs	March 2026
Ensure provision across the curriculum is appropriate for all pupils	Audit of curriculum Identification of CPD requirements CPD training for staff	SLT Staff	Ongoing review	Children will have access to the curriculum	March 2026
Ensure school trips cater for those with additional needs (including Swimming)	Audit of school trips on offer Review plans/itineraries to ensure suitability	Class Teachers SENDCo	Planning of any trips/visits – ongoing	All children will be able to access external visits and opportunities	March 2026
Ensure high quality information is available to all	Offer to parent/vulnerable families to support variety of need	SENDCo Staff	Ongoing programme throughout the school year	Parents and families will receive appropriate support	March 2026

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	In accessing information Drop in sessions with SENDCo/Key Stakeholders			Children will engage in learning at school and at home to their appropriate level of need	
Provide appropriate CPD to support the needs of our children	Identification of CPD needs External agencies booked and incorporated into school strategic planner	SLT SENDC O External agencies Real trust	Included in Autumn, Spring and Summer Strategic Plan	Staff level of understanding of variety of needs will be increased Use of external agencies will provide specific expertise	March 2026