

# Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery



## School **ACCESSIBILITY PLAN & GUIDANCE** (2026/29)

| Approved by <sup>1</sup>   |                    |             |   |
|----------------------------|--------------------|-------------|---|
| Name:                      | Elizabeth KENDALL  |             |   |
| Position:                  | Headteacher/SENCo  |             |   |
| Signed:                    | <i>Liz Kendall</i> |             |   |
| Date:                      | September 2026     | Version No: | 1 |
| Review date <sup>2</sup> : | September 2029     |             |   |

<sup>1</sup> The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

<sup>2</sup> This document should be reviewed every 3 years

# REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

[illegible]

## CONTENTS

|      |                                                                                                                                                           |                                     |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 1.   | Introduction .....                                                                                                                                        | 1                                   |
| 2.   | Definition of disability .....                                                                                                                            | 1                                   |
| 3.   | Reasonable adjustments.....                                                                                                                               | 2                                   |
| 4.   | Public sector equality duty .....                                                                                                                         | 3                                   |
| 5.   | Aims of the accessibility plan.....                                                                                                                       | 3                                   |
| 6.   | Key objectives .....                                                                                                                                      | 4                                   |
| 7.   | Contextual information .....                                                                                                                              | 4                                   |
| 8.   | Development of the plan .....                                                                                                                             | 4                                   |
| 8.1  | Vision and values.....                                                                                                                                    | 4                                   |
| 8.2  | Information from pupil data and school audit .....                                                                                                        | 5                                   |
| 8.3  | Views of those consulted during the development of the plan.....                                                                                          | 5                                   |
| 9.   | Scope of the plan .....                                                                                                                                   | 5                                   |
| 9.1  | Increasing the extent to which disabled pupils can participate in the school curriculum                                                                   | 5                                   |
| 9.2  | Improving the school's physical environment to increase the extent to which disabled pupils can take advantage of education and associated services ..... | 6                                   |
| 9.3  | Improving delivery of information that is provided in writing for disabled pupils .....                                                                   | 6                                   |
| 9.4  | Financial planning and control .....                                                                                                                      | 6                                   |
| 10.  | Implementation.....                                                                                                                                       | 6                                   |
| 10.1 | Management, coordination and implementation .....                                                                                                         | 6                                   |
| 10.2 | Monitoring .....                                                                                                                                          | 7                                   |
| 10.3 | The role of the LA in increasing accessibility .....                                                                                                      | <b>Error! Bookmark not defined.</b> |
| 10.4 | Assessing the school's plan .....                                                                                                                         | 7                                   |
| 11.  | Related policies.....                                                                                                                                     | 7                                   |

|                                 |                                                              |
|---------------------------------|--------------------------------------------------------------|
| <a href="#">Appendix A(i)</a>   | Template Plan (Improving Access to the Curriculum)           |
| <a href="#">Appendix A(ii)</a>  | Template Plan (Improving Access to the Physical Environment) |
| <a href="#">Appendix A(iii)</a> | Template Plan (Improving Access to Written Information)      |

***This page is intentionally blank for printing purposes***

## 1. Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in several ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day-to-day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled child unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled child, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

## 2. Definition of disability

Under the Equality Act 2010: a person has a disability if:

- They have a physical or mental impairment,
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties

- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a child is disabled, but rather it is the effect on the child's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

#### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

#### **Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

### **3. Reasonable adjustments**

We have a duty to make reasonable adjustments for disabled children:

- When something we do places a disabled child at a substantial disadvantage to other children, we must take reasonable steps to avoid that disadvantage.
- We will be expected to provide an auxiliary aid or service for a disabled child when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage that the child faces in comparison to their non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is, then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable, however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication [EHRC Reasonable adjustments for disabled pupils](#).

It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other children, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities are required to provide auxiliary aids and services where a statement details that provision. When a disabled child does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

## 4. Public sector equality duty (PSED)

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty.

Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

## 5. Aims of the accessibility plan

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. We promote our value of ensuring that children "are precious in God's eyes".

Children should be provided with the opportunity to experience, understand and value diversity.

In Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled children and to:

- Increase the extent to which disabled children can participate in the different areas of the national curriculum.
- Increase access to extra-curricular activities and the wider school curriculum.
- Improve the physical environment of our school to enable disabled children to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled children.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The Action Plan for physical accessibility relates, in part, to the Asset Management Plan (access section) of the school, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

## 6. Key objectives

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for children, and prospective children, with a disability.
- We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual children and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
  - Setting suitable learning challenges.
  - Responding to a child's diverse learning needs.
  - Overcoming potential barriers to learning and assessment for individuals and groups of children.

## 7. Contextual information

Our Lady of Lourdes maintains an important role in the community of Carnforth and is closely linked to the parishes of Our Lady of Lourdes, Carnforth, St Mary of the Angels, Bolton-le-Sands and St Mary's, Yealand.

There has been a Catholic school in Carnforth for over 50 years.

School was opened in September 1967 after being held in Bolton-le-Sands previously. It was built by Our Lady of Lourdes Catholic church and served the then parish. There have been various expansions to the buildings the latest being the EYFS outdoor areas.

Our school has one large building with classrooms and other rooms all coming from the main school hall. The school is mostly on one level with one classroom being down 6 steps. At present we have no wheelchair dependent children, parents or members of staff.

We currently have 63 children on roll in Reception to Year 6 and we have a Nursery that takes Pre-School and two-year olds. Our children come from many different backgrounds with 22.7% EAL children. We have a high percentage of SEND children within school at 37.9% above the National and Local averages but, we are proud of the provision that we offer our children.

Our school has wraparound care for all of our children starting with Breakfast Club at 8am and then After-School Club finishing at 6pm.

## 8. Development of the plan

### 8.1 Vision and values

***"We want our school to be a safe, secure and exciting place to learn and grow in Christ. A place where children, staff, families and governors work closely together to answer Christ's call."***

Our Catholic School community works with a Christian purpose:

- To promote an enthusiasm for enjoyment of learning
- To provide a broad and well-balanced curriculum
- To challenge children to reach their full potential
- To learn about God and his creation
- To answer Christ's call through our love for each other
- To foster in children independence and a sense of responsibility

***"For you are precious in my eyes"***  
*(Isaiah 43)*

Our School:

- Has high ambitions for its disabled children and expects them to participate and achieve in every aspect of school life.
- Is committed to identifying and then removing barriers to disabled children in all aspects of school life.
- Values the individual and the contribution they make to all aspects of school life.
- Will strive to ensure that its disabled children have access to all areas of the curriculum and teaching resources so as to develop fully in their education.
- Acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement.
- Will continue to focus on removing barriers in every area of the life of the school.
- Is committed to embracing equal opportunities for all members of the school community.

## 8.2 Information from pupil data and school audit

Key starting points for the school's plan:

- The school has identified that we have, as at the start of the academic year 2026/2027 there were 14 children regarded as having a disability within the meaning of the Equality Act. These can be grouped as: visual impairment 3 children; hearing impaired 2 children; physical mobility problems (non-wheelchair users) 3 children; ADHD 7 children; Autistic children 3 children and mental health (e.g., anxiety disorders) 4 children.
- Our annual development plan considers the needs of our diverse student population as well as the needs of its wider community.
- There are currently no children that we are aware of with a disability currently in feeder nursery school who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to children with a disability well before they arrive;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled children;
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.

## 8.3 Views of those consulted during the development of the plan

We will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for children wanting to enrol here;
- consult the full governing body/SEND governor/relevant sub-committee;
- consult staff including specifically SENCo and the safety committee;
- set up a structure to allow the views of children, both able and disabled to be considered;
- survey parents/carers to ascertain their views on our provision for disabled children and any developments they feel would be of use to the children and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled children in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

# 9. Scope of the plan

## 9.1 Increasing the extent to which disabled children can participate in the school curriculum

- To investigate how the access to those areas of the curriculum that are normally difficult for disabled children to access can be improved;
- To further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled children;

- To investigate alternative provision/routes and collaboration that will assist disabled children to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

We plan to increase access to the curriculum for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as are the able-bodied children. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist aids and equipment, which may assist these children in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

## **9.2 Improving the school's physical environment to increase the extent to which disabled pupils can take advantage of education and associated services**

- In consultation with the LA (where necessary and appropriate) investigate various improvements to the site.
- Improve accessibility points to different curriculum areas.
- Investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of children and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has children or visitors with disabilities and is preparation for a situation when they do.

## **9.3 Improving delivery of information that is provided in writing for disabled children**

We will strive to:

- produce all school literature at the correct font size to help visually impaired children;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of written information to children, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## **9.4 Financial planning and control**

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

# **10. Implementation**

## **10.1 Management, coordination and implementation**

Our Headteacher and Governors will undertake a disability audit using a cross section of staff, children and parents (refer to Section 7.3).

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;

- plan to provides workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

## **10.2 Monitoring**

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

## **10.3 Accessing the school's plan**

This will be done through:

- presentation in a section on the school website open to all visitors to the site;
- mention in the head teacher's newsletter of the availability of the plan;
- open evening/parents' forum with this as a theme.

We will ensure that the plan is available in different formats where requested. The plan will be made available on the school website and a paper copy can be requested at any time.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of children/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools/settings including special schools;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- ensuring that the school is aware of all support services that provide advice to schools/settings and staff.

## **11. Related policies**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum details
- Equality Policy, Action Plan and Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy and procedures
- Special Educational Needs and Disabilities (SEND) Policy, Local Offer Response and Information Report
- Off-Site Visits Procedures
- School Behaviour Policy & procedures
- School Development Plan
- Asset Management Plan
- Complaints Procedure

***This page is intentionally blank for printing purposes***

## OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL & LITTLE ACORNS NURSERY

### ACCESSIBILITY PLAN September 2026 – August 2029

### Improving Access to the CURRICULUM

| Target                                                                                                                                                                                     | Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Outcome                                                                                                                                                                       | Timeframe                            | Achievement                                                                                                                                                                                                                                                                                                                                       | Date Complete |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Ensure all teachers consistently implement <b>adaptive teaching</b> strategies and reasonable adjustments so that disabled children can fully access the curriculum alongside their peers. | <p><b>Deliver</b> annual inclusion and accessibility training for all staff.</p> <p><b>Monitor</b> the quality of adaptive teaching through learning walks, book looks and pupil voice.</p> <p><b>Provide</b> staff with practical strategies to support a range of needs including sensory, physical, communication and cognition and learning needs.</p> <p><b>Share</b> best practice through staff meetings and coaching.</p> <p><b>Reinforce</b> responsibilities of all teachers to ensure that we are meeting our Inclusion strategy.</p> | All children, regardless of disability or additional need, can access learning opportunities, participate fully in lessons and make good progress from their starting points. | On-going<br><br>Reviewed Termly      | <p>Teachers confidently adapt teaching to meet diverse needs.</p> <p>Adaptive teaching is consistently evident across classrooms.</p> <p>Disabled children demonstrate improved engagement, participation and progress.</p> <p>Pupil voice indicates that children feel included and able to access learning. They have a sense of belonging.</p> |               |
| Increase staff knowledge and confidence in meeting the needs of pupils with physical disabilities and other identified SEND needs.                                                         | <p><b>Provide</b> specialist training from external agencies where required.</p> <p><b>Deliver</b> regular CPD on accessibility, assistive technology and inclusive classroom practice.</p> <p><b>Develop</b> staff understanding of reasonable adjustments and removing barriers to learning.</p> <p><b>Maintain</b> up-to-date child profiles and support plans.</p>                                                                                                                                                                           | Staff have the expertise needed to remove barriers to learning and ensure all pupils can access the curriculum successfully.                                                  | Annual programme with termly updates | <p>Staff report increased confidence in supporting children with disabilities.</p> <p>Training is reflected in classroom practice.</p> <p>Increased participation and independence of identified children.</p> <p>Positive feedback from children and families.</p>                                                                               |               |
| Ensure all classrooms provide an accessible, dyslexia-friendly and autism-friendly learning environment.                                                                                   | <p><b>Audit</b> classrooms against agreed inclusion standards.</p> <p><b>Use</b> visual timetables, clear routines and accessible displays.</p> <p><b>Provide</b> a range of scaffolds, resources and communication supports.</p>                                                                                                                                                                                                                                                                                                                | Classroom environments remove barriers to learning and enable all children to access the curriculum confidently and independently.                                            | Reviewed termly                      | <p>All classrooms meet the school's accessibility standards.</p> <p>Children can independently access learning resources.</p>                                                                                                                                                                                                                     |               |

|                                                                                                               |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                    |                                   |                                                                                                                                                                                                                                                                   |  |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                               | <b>Minimise</b> sensory barriers where appropriate.                                                                                                                                                                                                                                                                     |                                                                                                                                    |                                   | Reduced anxiety and increased engagement for identified children.<br><br>Learning environments support a wide range of needs.                                                                                                                                     |  |
| Ensure all classrooms provide an accessible, dyslexia-friendly and autism-friendly learning environment.      | <b>Audit</b> classrooms against agreed inclusion standards.<br><br><b>Use</b> visual timetables, clear routines and accessible displays.<br><br><b>Provide</b> a range of scaffolds, resources and communication supports.<br><br><b>Minimise</b> sensory barriers where appropriate.                                   | Classroom environments remove barriers to learning and enable all children to access the curriculum confidently and independently. | Reviewed termly                   | All classrooms meet the school's accessibility standards.<br><br>Children can independently access learning resources.<br><br>Reduced anxiety and increased engagement for identified children.<br><br>Learning environments support a wide range of needs.       |  |
| Increase the use of assistive technology and digital resources to improve curriculum access and independence. | <b>Audit</b> available software and accessibility tools.<br><br><b>Provide</b> devices and programmes to support reading, writing, communication and recording.<br><br><b>Train</b> staff and children in the effective use of assistive technology.<br><br><b>Evaluate</b> the impact of technology on pupil outcomes. | Technology effectively supports children in overcoming barriers to learning and accessing the full curriculum.                     | On-going with annual review       | Appropriate technology is available and regularly used.<br><br>Children can access learning more independently.<br><br>Improved engagement and outcomes for targeted children.<br><br>Staff confidence in assistive technology increases.                         |  |
| Ensure all educational visits are fully accessible and inclusive for disabled children.                       | <b>Include</b> accessibility considerations within visit planning and risk assessments.<br><br><b>Liaise</b> with venues to identify and address potential barriers.<br><br><b>Make</b> reasonable adjustments to enable participation.<br><br><b>Consult</b> with parents and children when planning visits.           | All children benefit from enrichment opportunities and educational experiences beyond the classroom.                               | Prior to every educational visit. | All children are able to participate in educational visits.<br><br>No child is excluded due to disability or access needs.<br><br>Risk assessments identify and address accessibility requirements.<br><br>Positive feedback received from children and families. |  |

|                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                          |                                                 |                                                                                                                                                                                                                                                                       |  |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Increase participation of disabled children in clubs, sporting activities and wider school experiences.</p>                   | <p><b>Audit</b> participation rates annually.</p> <p><b>Identify</b> and remove barriers to attendance and participation.</p> <p><b>Ensure</b> clubs and activities are adapted where necessary.</p> <p><b>Provide</b> additional staffing support when required.</p> <p><b>Promote</b> inclusive opportunities to children and families.</p> | <p>Disabled children participate fully in the wider life of the school, developing confidence, independence, social skills and a sense of belonging.</p> | <p>Reviewed annually and monitored termly.</p>  | <p>Participation rates for disabled children increase.</p> <p>No child is excluded from activities due to accessibility barriers.</p> <p>Activities are adapted to meet individual needs.</p> <p>Families report that opportunities are inclusive and accessible.</p> |  |
| <p>Ensure all staff are confident in assessing and managing accessibility needs for trips, events and enrichment activities.</p> | <p><b>Provide</b> annual training on inclusive risk assessment.</p> <p><b>Develop</b> accessibility checklists for educational visits and clubs.</p> <p><b>Review</b> procedures following visits and activities.</p> <p><b>Share</b> good practice across staff teams.</p>                                                                   | <p>Inclusive planning becomes embedded practice, ensuring all children can safely access learning and enrichment opportunities.</p>                      | <p>Annual training with ongoing monitoring.</p> | <p>Staff confidently identify and mitigate barriers.</p> <p>Accessibility considerations are embedded in planning.</p> <p>Increased participation of children with disabilities.</p> <p>Compliance with Equality Act duties.</p>                                      |  |

| OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL & LITTLE ACORNS NURSERY |                                 |                                                                                                                                                                                                                     |                     |        |                                            |               |
|---------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------|--------------------------------------------|---------------|
| ACCESSIBILITY PLAN September 2026 – August 2029                     |                                 |                                                                                                                                                                                                                     |                     |        |                                            |               |
| Improving Access to the PHYSICAL ENVIRONMENT                        |                                 |                                                                                                                                                                                                                     |                     |        |                                            |               |
| AMP or AA Report Ref. (if relevant)                                 | Item                            | Activity                                                                                                                                                                                                            | Timescale           | Cost £ | Responsibility                             | Date Complete |
|                                                                     | Step Visibility and Safe Access | Ensure all access points containing steps have clearly visible yellow anti-slip edge markings. Include annual inspection and repainting programme where necessary to maintain visibility and minimise trip hazards. | Autumn 2026 ongoing | £200   | Headteacher<br>Site Supervisor & Governors |               |
|                                                                     | Accessible Entrances            | Audit all entrances to ensure wheelchair users and those with mobility difficulties can enter independently.<br>Consider installation/repair if required.                                                           | 2026-27             | Medium | Site Manager / Governors                   |               |
|                                                                     | Handrails                       | Review and improve handrails on steps and ramps throughout the school site.                                                                                                                                         | 2026-27             | Medium | Site Manager                               |               |
|                                                                     | Accessible Toilet Facilities    | Review accessibility of disabled toilet facilities and ensure compliance.<br>Review Nursery provision and the toilets being used.                                                                                   | Annual Review       | Low    | Site Manager                               |               |
|                                                                     | Classroom Accessibility         | Ensure classroom layouts accommodate mobility aids and specialist equipment as required for the children in the cohorts.                                                                                            | Ongoing             | Nil    | Class Teachers / SENCO                     |               |
|                                                                     | Lighting Improvements           | Review lighting in corridors, classrooms and pathways.                                                                                                                                                              | 2027-28             | Medium | Site Manager                               |               |
|                                                                     | Sensory-Friendly Spaces         | Develop and maintain a quiet/sensory regulation space.                                                                                                                                                              | 2026-27             | Medium | SENCO                                      |               |

**Appendix A(ii)**

|  |                                    |                                                                                     |               |            |                             |  |
|--|------------------------------------|-------------------------------------------------------------------------------------|---------------|------------|-----------------------------|--|
|  | Pathway Maintenance                | Ensure pedestrian routes are level and free from trip hazards.                      | Ongoing       | Low        | Site Manager                |  |
|  | Emergency Evacuation Accessibility | Review PEEPs and accessibility of evacuation routes.                                | Annual Review | Low        | Headteacher / H&S Lead      |  |
|  | Playground Accessibility           | Review outdoor play equipment and surfaces to improve participation.                | 2027-29       | High       | Governors / Headteacher     |  |
|  | Nursery Access                     | Ensure Little Acorns Nursery areas are fully accessible.                            | Ongoing       | Low-Medium | Nursery Lead / Site Manager |  |
|  | Door Access                        | Check doors can be easily opened by children and adults with physical disabilities. | 2027-28       | Medium     | Site Manager                |  |

## OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL & LITTLE ACORNS NURSERY

### ACCESSIBILITY PLAN September 2026 – August 2029

#### Improving Access to WRITTEN INFORMATION

| Target                                                                  | Strategy                                                                                                                                                                                                                                                                                                                           | Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Timeframe                    | Achievement                                                                                                                               | Date Complete |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Review information to parents/carers to ensure it is accessible.</b> | Provide information and letters in clear print in "simple" English<br>School office will support and help parents to access information and complete school forms<br>Continue to enable parents to download letters from website.<br>If ever needed/requested by parents, ensure a large print version of newsletter is available. | All parents and carers can access, understand and engage with school communications, regardless of literacy level, language needs or disability. Information is provided in a clear, accessible format, enabling families to make informed decisions, support their child's learning and participate fully in school life. Feedback from parents indicates that school communications are timely, easy to understand and readily available in a format that meets their needs. | On-going (reviewed annually) | All parents receive information in a form that they can access<br>All parents understand what are the headlines of the school information |               |
|                                                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                              |                                                                                                                                           |               |
|                                                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                              |                                                                                                                                           |               |
|                                                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                              |                                                                                                                                           |               |

***This page is intentionally blank for printing purposes***