

# Our Lady of Compassion Primary School

## Accessibility Plan [2025-2026]

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### Purpose of this Accessibility Plan

This Accessibility Plan is published in accordance with **Schedule 10 of the Equality Act 2010** and supports the school's duties to anticipate and remove barriers for pupils with disabilities.

This should be read in conjunction with:

- **SEND Policy** (particularly sections on Identification, Provision, and Partnership Working)
- **Equality Statement** (particularly commitments to eliminating discrimination, advancing equality of opportunity, and fostering good relations)

Together, these documents demonstrate the school's coherent and strategic approach to inclusion.

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### Vision and Values

In line with the school's Catholic mission "*To live as Jesus taught us*", Our Lady of Compassion Catholic Primary School is committed to valuing the dignity and worth of every individual. Accessibility planning supports our belief that every child is entitled to participate fully in school life and to experience success within a rich and ambitious curriculum.

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### Aims of the Accessibility Plan

This plan sets out how the school will, over time:

1. Increase access to the curriculum for pupils with disabilities
2. Improve the physical environment to increase access and independence
3. Improve access to information for pupils, parents, and carers

These aims align directly with the SEND Policy objective of removing barriers to learning and the Equality Statement's commitment to inclusive practice.

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## Accessibility Action Plan

### 1. Increasing Access to the Curriculum

Current Practice	Planned Action	Timescale	Link to SEND / Equality
Adaptive teaching is embedded; lessons are adapted and scaffolded to meet a wide range of needs.	Continue refining adaptive teaching so pupils with disabilities can access the full curriculum with increasing independence.	Ongoing – reviewed termly	SEND Policy (Provision and Teaching & Learning)
Targeted interventions and additional adult support are in place where identified.	Review intervention impact and adjust provision in response to progress data and pupil voice.	Termly	SEND Policy (Assess–Plan–Do–Review)
Staff work closely with the SENCo and external professionals.	Maintain and strengthen CPD focused on inclusive classroom practice.	Annually	Equality Statement (Advancing Equality of Opportunity)
Pupils with SEND are included in trips, enrichment activities, and collective worship.	Ensure accessibility is considered at the planning stage for all future enrichment opportunities.	Ongoing	SEND Policy (Inclusion and Participation)

### 2. Improving the Physical Environment

Current Practice	Planned Action	Timescale	Link to SEND / Equality
Reasonable adjustments are made to support pupils with physical, sensory, or medical needs.	Conduct annual accessibility audits to identify and address potential barriers.	Annually	Equality Statement (Reasonable Adjustments)
Risk assessments are used to support access to spaces and activities.	Strengthen transition planning where physical or sensory needs are identified early.	As required	SEND Policy (Transition)
Collaboration with Local Authority and specialist services occurs when needed.	Continue to seek specialist advice to support individual access needs.	As required	SEND Policy (External Agency Support)
Accessibility considerations inform individual planning.	Ensure accessibility remains a standing consideration for any site development or refurbishment.	As opportunities arise	Equality Statement

### 3. Improving Access to Information

Current Practice	Planned Action	Timescale	Link to SEND / Equality
Key information is available via the school website.	Review website accessibility and content clarity annually.	Annually	Equality Statement
Parents communicate directly with staff and the SENCo.	Provide information in alternative formats (eg simplified language or enlarged print) upon request.	As required	SEND Policy (Partnership with Parents)
SEND information is published clearly on the website.	Review SEND communication to ensure it remains accessible and parent-friendly.	Annually	SEND Policy

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#### Roles and Responsibilities

- **Governing Body**  
Ensures compliance with statutory duties and reviews the Accessibility Plan annually.
- **Headteacher and Senior Leadership Team**  
Implement the plan, allocate resources, and monitor impact.
- **SENCo**  
Coordinates provision for pupils with SEND and advises on reasonable adjustments.
- **All Staff**  
Uphold inclusive practice and maintain high expectations for all pupils.

These roles align directly with responsibilities outlined in the SEND Policy.

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#### Monitoring, Review, and Impact

- This Accessibility Plan is reviewed annually by the Governing Body.
- Impact is evaluated through pupil outcomes, SEND reviews, parent feedback, and leadership monitoring.
- The plan is updated in response to changes in cohort need, statutory guidance, or inspection feedback.