



ACCESSIBILITY PLAN

“I can do great things with God’s love”

Approved by	Governing board	Date: March 2026
Last Reviewed	January 2024	
New Review due by	January 2027	

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

2. Action Plan: this sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aspect	Action	Strategy	Timescale	Responsibility	Success Criteria
Increase access to the curriculum for pupils with a disability	Increase access to the curriculum for pupils with a disability or SEND	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	On going	On going	Curriculum is in place and school self-evaluation activities demonstrate that these processes are in place.
	School visits accessible to all pupils.	Audit of visits in terms of accessibility. Staff to check with SENDCO as part of the trip checklist. Individual Risk Assessments completed as required.	On going	Trip Lead Teacher / SLT /SENDCO	All risk assessments completed. Reasonable adjustments made to ensure access to visits. Parents involved in individual risk assessments.
	Ensure PE activities are accessible by all, include activities that do not need	Audit SEND list, view strategies that are in place and revise as appropriate	On going	All staff	Visuals used by all stakeholders

	physical strength – adapt where necessary				
	Review SEND resources termly to ensure needs are covered	Audit SEND list, view strategies that are in place and revise as appropriate	On going	SENDCO	All SEND children make progress
	Develop use of visuals around school.	Ensure students use a visual timetable where required. Continue WIDGIT subscription for all staff	On going	Staff/site staff/admin staff	Visuals used by all stakeholders
	Improve accessibility of information in reception area.	Review signs with symbols, welcome sign in different languages and formats.	On going	Staff/site staff/admins staff	Signs in place and assessed for suitability
Improve and maintain access to the physical environment	For any new building work - plan for access requirements	All contractors to work to meet Bolton Council Environment Access Standards	On going	Head teacher / Business Manager / Site manager / Contractor	All works supported by school surveyor and in-line with regulations in the Equality Act 2010.
	Investigate quality and appropriateness of disabled facilities	Continued liaison with outside agencies to ensure disabled facilities fit current needs of the School.	On going	Head teacher / Business Manager / Site manager	On-going use of facilities, any reasonable adjustments considered and implemented.
	School is aware of the access needs of parents/carers including EAL	All new starter forms to include information regarding access needs Audit accessibility for parents / carers for day to day routines and for one-off events.	All new starters	Business Manger	On-going dialogue between parents and carers Appropriate support in place.
	To make the school more accessible for the hearing impaired	Hearing impaired parents will always be escorted through school	On going	Staff	Hearing Impaired are able to attend meetings in any area of the school as necessary

	To make the school more accessible for the visually impaired	Review signs with symbols, review size of type on visuals in reception area through H&S audits	On going	Business Manager / Site Manager	On-going dialogue between parents and carers. Appropriate adjustments made as found.
	To make the school more accessible for EAL parents.	Review signs with symbols, welcome sign in different languages and formats	On going	Inclusion Lead	On-going dialogue with parents and carers. Signs in place.
Improve the delivery of information to pupils with a disability	Develop use of visuals around school.	Ensure use of class visual timetables as well as individual visual timetables where required	On going	All staff	Visuals used by all stakeholders
	Improve accessibility of information in reception area	Review signs with symbols, welcome sign in different languages and formats.	On going	Business Manager / SENDCO	Signs in place and assessed for suitability

4. Monitoring arrangements

This document will be reviewed annually, however the policy will be reviewed and updates more frequently if necessary.

It will be approved by the governing board in March 2026

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy
- Equality Objectives

6. Review

The Governing Board reviews this policy every three years. The Governors may, however, review the policy earlier than this and reserve the right to review at any time, if the Government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

This policy has been agreed by staff and governors of Our Lady of Lourdes RC Primary School.

All staff are responsible for implementing this policy. However, all staff, all pupils and their parents have an active part to play in the active development and maintenance of this policy and in its success.

This policy is due for renewal in January 2027

Head Teacher: Mrs Linda Chadwick

Chair of Governors: Mrs Maureen Longworth