OUR LADY QUEEN OF PEACE
CATHOLIC PRIMARY SCHOOL

Accessibility Plan

Version:	1
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Ratified by:	Local Governing Body
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Policy Review Date:	October 2027
Post Holder Responsible for Review:	Principal

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed. a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human

dignity and dignity in work become embedded into every aspect of school life and these. policies are reviewed regularly in this regard.

This Accessibility plan has been approved and adopted by Our lady Queen of Peace Catholic Primary School on
In October 2026 and will be reviewed in October 2027
Signed by the Chair of the Local Governing Body for Our lady Queen of Peace Catholic

Primary School : Ben Sheehy

Signed by the Principal for Our lady Queen of Peace Catholic Primary School:



Anthony Wilkes

School Mission Statement

In following the Gospel values of Jesus, we are called to love, to share, to believe and achieve.

Introduction

At Our lady Queen of Peace Catholic School we aim to provide a fully accessible environment which values and includes all pupils, staff , parents/carers and visitors. We are committed to develop a culture of awareness, acceptance and inclusion and our aim is to increase the accessibility of provision for everyone.

Key aims of the Plan

Schools and Local Authorities need to carry out accessibility planning for disabled pupils under the Equality Act 2010 . Part 5 a of the Disability Discrimination Act (DDA) requires the governing body/ academy committee to:

- Promote equality of opportunity for disabled people : pupils, staff, parents, carers and other people who use the school or may wish to use it.

  This accessibiltiy plan aims to reduce and eliminate barriers to access the curriculum and support full participation in the school community for pupils and prospective pupils with a disability.

  Definition of disability

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

  a) The person has a physical or mental impairment , and
  b) The impairment has a substantial and long term adverse effect on that person's ability to carry out normal day-to day activities.

Principles

Compliance with the Equality Act 2010 is consistent with the school's aims

a) Increasing the extent to which pupils with a disability can participate in

b) Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefit from facilities or services provided by theschool

c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The Local Governing Body (LGB) and staff will have regard to relevant Codes of

and Equal Opportunities policy, the operation of the school's SEND policy and the Safeguarding policy. The accessibility plan is for:

the school's curriculum,

Practice ensuring the school:

- Recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities and respects the parents and childs' rights to confidentiality
- Provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles
- Sets suitable learning challenges
- Responds to pupils diverse learning needs
- Supports children in overcoming potential barriers to learning and assessment for individuals and groups of pupils

- Develops an inclusive curriculum
- Fosters confidence and independence in the children within a stimulating, secure and happy environment
- Provides quality learning opportunities, which allow the development of children's full intellectual, physical, spiritual and emotional potential.
- Encourages children to become co-operative and willing members of society, fostering positive social attitudes and become responsible members of, and positive contributors to, the world in which we live
- Develops in all members of the school community, self-esteem, a sense of mutual respect and sensitivity to the needs of others
- Supports the personal and professional development of all staff
- Creates an atmosphere where all staff are valued and appreciated.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Special Needs provision is an important aspect of our school. In Our Lady's we ensure that children with special needs receive the appropriate support and provision. We aim to identify children early using the four areas of need as defined by the SEND Code of Practice (2014):

Cognition and learning	Social Emotional and Health
Physical and sensory	Speech Language and Communication

We have a network of trained Teaching Assistants who are utilised to meet the needs of our children in the classroom using support strategies and additional resources to support step by step learning.

When a child is identified as having a special education need (SEN Support) in consultation with the teachers, SENCO and parents, an Individual Education Plan (IEP) is drawn up to target their specific learning needs. Outside agencies such as the LA's Learning Support Service may also work with the children.

There are a minority of children with more complex SEND who are in receipt of an Education Health and Care Plan (EHCP), these are carefully monitored through termly planning and review meetings with specialist outside agencies.

Target	Actions	Timescale	Responsibility	Outcome

Early Identification of pupils who need additional/ different provision	Early identification of pupils who need additional/ different provision, through teacher cause for concern referrals, admission meetings with new parents, contact with previous schools for pupils who transfer schools. Transition meetings, pupil progress meetings.	Ongoing	Teachers SENCo	Pupils with additional needs are identified early and appropriate provision put in place.
Increased skills and confidence in staff differentiating the curriculum.	Be aware of staff training needs and assign CPD accordingly. Support staff skills audit, access to CPD. Liaison with PE educators for differentiating PE lessons and OSHL activities	Ongoing and as required	Principal SENCo	Learning walks demonstrate improved skills and raised staff confidence in strategies for differentiation and increased pupil participation.
Maintaining ongoing compliance	Review all statutory policies to	Ongoing	Principal LGB	All policies embrace the principle of

To increase the extent which disabled pupils can participate in the curriculum

Our core value as a school is that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been encouraged to participate in age related after- school clubs, educational visits, and cultural activities.

with the Equality Act 2010 and the SEND Code of Practice 2014.	ensure that they reflect inclusive practice and procedure			equality of opportunities for all.
Collaboration and sharing	Maintain close liaison with parents through parental consultations; informal meetings, newsletters, home/school diaries	Ongoing	Principal SENCo Teachers Teaching assistants	Clear, collaborative working approach
Collaboration between all key agencies	Maintain close liaison with outside agencies for pupils with ongoing health needs e.g. children with a hearing impairment, severe asthma, epilepsy	Termly	Principal SENCo Teachers Teaching assistants Parents/carers	Clear, collaborative working approach
Raise attainment and narrowing the gaps in attainment	Monitor attainment of all pupils during half termly pupil progress meetings. LSS review meetings SENCo / teacher/ parent meetings	Termly	Principal Teachers SENCo	Progress towards IEP targets Assessment shows clear next steps and progress made
Opportunities for children to see positive role models with disabilities	Visitors to school School assemblies Purchase of materials/	Ongoing-review annually		

	resources which portray			
	positive images of people with disabilities			
Increased participation in extracurricular activities	Encourage participation in clubs after school, facilitate participation in disability sports events when appropriate.	Ongoing	SENCo Teachers	All children have access to the full range of extra-curricular activities
Teachers and teaching assistants	Review CPD opportunities for staff to support pupils with specific disabilities. Ensure moving and handling training is up to date	Ongoing	SENCo	Review CPD opportunities for staff to support pupils with specific learning difficulties. Curriculum differentiation

2) **To improve access to the physical environment.**

To meet individual needs we consult with parents/ carers/ outside agencies and other professionals and make reasonable adjustments to ensure our environment is fully accessible.

Targets	Actions	Timescale	Responsibility	Outcomes
Ensure that furniture and resources are appropriate to the needs of the pupils	SENCO to review the physical access needs of disabled pupils with teachers and teaching assistants at review meetings. Make adequate provision through any adaptations necessary.	Ongoing		Pupils able to access the environment safely, independently and comfortably.

Educational Visits to be accessible to all	Through planning, include advance visits to ensure each new venue is vetted	Ongoing	Principal SENCo Teachers Teaching Assistants	Risk assessment forms are completed
	for appropriateness.		Outside agencies	All pupils in school are able to access all educational visits and take part in a range of activities.
Ensure that all disabled pupils have access to personal hygiene facilities	Safe toilet access for staff/ parents with physical disabilities Arrangements would need to be made for pupil access to this facility. This could be done via a safety lock that could be opened from the outside in case of an emergency.	Ongoing	Principal Caretaker	Pupils / staff/ visitors can access toilet facilities safely and with dignity
Ensure that all roads/ paths around school are as safe as possible	Communication with parents via safety messages/ newsletters. There is a ramp for access to KS2 via the IT suite	Ongoing	Caretaker	Pupils to move unhindered along exterior pathway.

disabled pupils.	communication and website information to ensure user friendly language, clear layout and availability in dual language where appropriate.			
Ensure that visual supports are used in classrooms and staff are confident in using them	Visual timetables in use for identified children. Training for staff.	Ongoing	SENCo Teachers Outside agencies	Pupils are supported by visual prompts in class.
Make full use of external provider of support including local authority agencies	Continue to access support from external providers such as Dudley Hearing Impaired team, Speech and Language Therapists, Occupational Therapists, Autism support	Ongoing	Principal SENCo	Delivery of school information to parents and the local community improved

3) To improve the availability of accessible information to disabled pupils

We provide access to information and updates in a variety of ways, including newsletters, school website, open days, parent consultation meetings.

Target	Actions	Timescale	Responsibility	Outcomes
Ensure that disabled pupils and parents/ carers can access written information providing alternative formats where necessary for	Guidance to staff in making written information accessible to all pupils. Adaptations to be implemented where necessary for identified pupils e.g. Hearing impairment Review home/ school	Ongoing	Principal SENCo	Written information is accessible to all school community