Our Lady of Hartley Catholic Primary School

Accessibility Plan

December 2025

Next review: December 2026

Introduction

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".
According to the Equality Act 2010 a person has a disability if:
• He or she has a physical or mental impairment, and
• The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
We also recognise that a physical or mental impairment is a broad definition which includes children with a wide range of impairments including physical and sensory such as speech and language needs, learning disabilities and medical needs. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head Teacher. The current plan will be appended to this document.

Our Vision

Our Lady of Hartley Catholic Primary School is an inclusive school at which, through our school values, we strive for fairness, understanding and respect for all. At Our Lady of Hartley Catholic Primary School, we seek to be an inspirational, progressive community, where each individual feels safe, truly valued, and empowered by innovative learning experiences, allowing all to develop fully in the compassion of God's love.

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Our Lady of Hartley Catholic Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school and the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant actions to:

a) 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.

b) 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. 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 aids and equipment, which may assist these pupils in accessing the curriculum.

c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Contextual Information

Our Lady of Hartley Catholic Primary School is of single storey construction and was built in 1975. In addition to the main building, there are two 'mobile' buildings. The main building and the two mobile buildings are each accessible via a wheelchair ramp. Of the seventeen access points throughout the school, six have ramp access. Ten access points are served by steps only. One access point has wheelchair ramp and steps access. The entrance to one of the mobile buildings is approached by ramp with a slight lip into the building. A Disabled toilet is available adjacent to the school office/ reception lobby in the main school building.
At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities

The school has children with a range of disabilities that include:
- Severe learning disabilities.
- Moderate learning difficulties.
- Specific Learning difficulties.
- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder

Increasing access for disabled pupils to the school curriculum.
Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.
It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child's participation jeopardised the safety of others or the child themselves.

Improving curriculum access

Ref	Question	Recommendation	Time Scale	Priority
1	How effective is teaching in providing all children with learning opportunities and appropriate challenge?	SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing during termly monitoring and review	High
2	Are Interventions effective in addressing the needs of individual children and what impact are they having?	Inclusion Manager to audit current interventions and their success/impact on progress. Provision mapping to show teacher's termly evaluation of interventions and changes made to improve outcomes.	By end term 3	High
3	Are classrooms organised to promote the participation and independence of all pupils?	SLT to evaluate resources & QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Ongoing during termly monitoring and review	High
4	Are staff trained and proficient in the production, implementation and review of Provision maps, IPMs and monitoring systems?	Inclusion Manager to deliver staff training to teaching staff.	Ongoing	High
5	Well-planned educational visits to be accessible to all?	Arranging class teacher to ensure each new venue is	Ongoing	Med

		vetted for appropriateness		
6	Is our current PE curriculum accessible to all?	Gather and share information on accessible PE and disability sports	By end term 3	All to have access to PE and be able to excel
7	Are Staff trained in the support of pupils with SEND – focus on key areas of need within the school?	Inclusion Manager to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Ongoing	High