



Our Lady of the Assumption Catholic Primary School.

Accessibility Plan 2025-26.

Headteacher: Mr M Burke.

Link Governor: Sam Dunning.

MISSION STATEMENT.

“Our Lady of the Assumption primary school is a community based on the teachings of Jesus, where everyone is valued and encouraged to achieve their full potential.”

SCHOOL AIMS.

- **To provide a Catholic Education which is all embracing and reflects Christian values in our day to day lives.**
- **To foster self esteem by recognising and nurturing the talents and abilities of the whole school “family” and enabling all children to achieve their full potential.**
- **To encourage the children of Our Lady of the Assumption to live their lives as good Christians; fostering good manners and respect for others and their property.**
- **To provide the foundation for a Catholic way of life, through close liaison with home, parish and the wider community.**

SCHOOL CODE.

- **Respect yourself, other people and their property.**
- **Be kind friendly and caring.**
- **Be honest and polite.**
- **Work hard to use your gifts and skills.**

Adopted: November 2025

Review date: November 2026

“Our Lady of the Assumption Primary School is a community based on the teachings of Jesus, where everyone is valued and encouraged to achieve their full potential.”

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

"Liverpool fully endorses the 'social model' of disability, which proposes that it is society which dictates who is excluded- not the nature of the disability itself. The model recognises that removing barriers is as much about encouraging positive attitudes and behaviour traits as it is about removing physical barriers.

In developing this strategy we acknowledge that the world is changing rapidly and that social interaction, teaching and learning and access to information, goods and resources is increasingly delivered electronically. Our hope is that the technological revolution together with rates of progress in new developments can support us in removing barriers experienced by children and young people with impairments and disabilities"

Quote taken from Liverpool City Council Accessibility Strategy 2014-17.

Our Lady of the Assumption Catholic Primary School and Nursery has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created taking

"Our Lady of the Assumption Primary School is a community based on the teachings of Jesus, where everyone is valued and encouraged to achieve their full potential."



into account recent recommendations from a number of recent reports eg From Outreach Services, Risk Ranking Survey.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

Our school's SEND policy, SEND information report and Local Offer can be found/accessed on our school website or through the Liverpool Early Help Directory. Copies are available from the school office on request.

Our school already has a number of modifications in place to aid access for pupils with SEND but we are constantly looking for ways to improve access for all.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Please note: Short term = 1 to 2 terms,
Medium term = 3 to 4 terms,
Long term = 4 terms+.

"Our Lady of the Assumption Primary School is a community based on the teachings of Jesus, where everyone is valued and encouraged to achieve their full potential."

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training						
1. Update training for all staff in delivering English and Mathematics for all pupil groups.	-Training for teaching and support staff on national Curriculum Mathematics and English standards.	-All staff have a better understanding of the curriculum, standards and how assessment of all pupils.	-In depth training for support staff on delivering programmes of work for pupils with additional needs.	-Staff deliver learning programmes with greater efficiency and pupils' progress is further strengthened.	-Strengthen a whole school/ cross phase approach to deployment of staff, to maximise expertise and impact.	-Staff with specific skills/ training are deployed to provide best possible outcomes for pupils of all abilities and needs.
2. Provide ASD training for staff in school.	-In house training for all staff on working with pupils with diagnosis of ASD or on ASD pathway.	-Those staff working with pupils with ASD each day have an improved understanding.	-Bespoke training, particularly those staff working on a one to one basis with pupils.	-Staff working closely with individual pupils have a better understanding of needs.	-Continue to improve school environment to make it more 'ASD friendly.'	-Environment, strategies, resources, staff etc facilitate access for all, including pupils on ASD spectrum.
3. Strengthen and implement SMART assessment tool across Key Stages.	- Staff to familiarise themselves and work collaboratively across various opportunities to set SMART targets and complete regular, appropriate assessments for SEND children.	- Teaching staff to improve confidence and understanding different assessment tools and setting appropriate targets.	- CPD training.	- Assessments and enrolment of SMART targets to inform teacher planning, support next steps and ensure suitable end goals are set.	- To strengthen the assessment of SEND learners across the school and for teachers to be confident in their assessment and judgements.	- Thorough formative and summative assessment of SEND children with regularly tracked progress.
Teaching and learning						

"Our Lady of the Assumption Primary School is a community based on the teachings of Jesus, where everyone is valued and encouraged to achieve their full potential."

1. Access to the curriculum for all pupils.	-Ensure resources are in place to provide easy access to the curriculum for all pupils eg modified texts, pens, pencils, displays etc.	-All pupils are able to access the curriculum easily and learning is enhanced through provision.	-Continued investment in learning resources including ICT.	-Resources are provided which aid access for all pupils.	-Linked to staff training target, continued effective deployment of staff and resources so pupils can have best possible access to the curriculum.	-All pupils can access the curriculum with ease and are able to strengthen their independent learning abilities.
2. Pupils with specific bespoke plans and/ or programmes.	-To provide more specific, bespoke resources for pupils with additional needs, including one to one support.	-Individual pupils have all the necessary resources (including staff) to allow them access to all aspects of the school curriculum.	-Continued use of school budget and top-up funding to ensure high quality staff support and provision for all pupils.	-All pupils with additional needs have access to high quality one to one or small group support.	-Continue to monitor, rationalise and strengthen support/ provision for pupils with individual plans.	-New approaches are considered and adopted to continue to improve provision for all pupils in school.
Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
School estate – minor capital expense						
1. Access equipment for the school.	-Maintenance of 'small scale' equipment and areas eg changing stations or accessible toilets.	-A range of well-maintained equipment is available for staff and pupils to access.	-Audit and rationalise provision of additional access equipment across the school.	-Pupils and staff in all phases have easy access to equipment.	-Invest in new 'small scale' facilities that may be required for pupils.	-Consider changing needs of pupils and provide necessary funding to ensure best quality provision.
2. Classroom Layout and organisation	-Ensuring resources, displays etc enhance access for all pupils	-Classrooms and other areas are well resourced, displays	-Rationalisation of classrooms and other learning	-Rooms, equipment and furniture are	-Invest in new furniture etc and consider change of	-Rooms and/ or areas are re-equipped/

"Our Lady of the Assumption Primary School is a community based on the teachings of Jesus, where everyone is valued and encouraged to achieve their full potential."

3. Playground and PE equipment for all pupils.	including those with SEND. -Provide playground and PE equipment that can be used by all pupils to enhance enjoyment and development of skills.	enhance learning for all. -A range of equipment is available for pupils during play times and PE lessons that enable all pupils to take part and strengthen skills and abilities.	bases to ensure ease of access for all pupils. -Consider curricular and extra requirements as well as 'pupil voice' to provide new/ additional PE and playground equipment.	regularly assessed and, if necessary, replaced. -Equipment purchased and provided on a needs led basis, regularly reviewed.	use for certain rooms/ areas. -Regularly review the emerging needs of all pupils in accessing PE and playground activities to ensure full participation where possible.	redefined dependant on needs of pupils. -Equipment is provided which continues to provide the best possible access for all pupils.
Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
School estate – major capital expense						
1. School playground entrance for pupils and other large scale access equipment.	-Refurbishment of all accessible entrances eg maintenance of doors, entry systems floors, surfaces etc.	-All entrances are accessible to all, well maintained and welcoming for all.	-Upgrading of the pupil entrance on the school playground. -All large scale equipment regularly checked/ serviced and/ refurbished if needed.	-Area around the main pupil is re-designed to maximise ease of access for all. -All equipment functions well and enhances accessibility.	-Upgrading of all school playground 'zones' and provision of new equipment as needed. -Upgrading/ replacement of other large scale equipment eg passenger lift as required.	-Playground equipment and resources are high quality and facilitate access for all. -All items of access equipment enhance access to the school building for all pupils.

This accessibility plan and the outcomes will be evaluated each year to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

"Our Lady of the Assumption Primary School is a community based on the teachings of Jesus, where everyone is valued and encouraged to achieve their full potential."



Signed by

S Dunning SEN Governor Date:

M Burke Head teacher Date:

L Cusack SENDCO Date:

This policy will be reviewed annually. Next Review October 2026.

“Our Lady of the Assumption Primary School is a community based on the teachings of Jesus, where everyone is valued and encouraged to achieve their full potential.”