

Our Lady's Catholic High School:

Accessibility Action Plan (2026 – 2029)

Statutory Area	Target	Strategies / Actions	Person Responsible	Timeframe	Success Criteria
1. Physical Environment	Ensure safe evacuation for all pupils and staff with physical or sensory needs.	• Audit existing evacuation procedures . • Create and implement individualised Personal Emergency Evacuation Plans (PEEPs). • Schedule regular reviews of all active PEEPs.	Headteacher / Site Manager / SENDCo	Short Term (Year 1) & Ongoing	All individuals with physical or sensory needs have an up-to-date, rehearsed PEEP in place. Staff are fully aware of their responsibilities during an evacuation.
	Improve the sensory environment for neurodiverse pupils.	• Conduct a sensory audit of corridors and communal spaces. • Identify	SENDCo / Site Manager	Medium Term (Year 1-2)	Audit completed. Acoustic improvements made in high-traffic areas. Quiet zones are operational

		areas for acoustic dampening. • Establish and equip designated quiet zones.			and utilised effectively by identified pupils, reducing sensory overload incidents.
	Ensure all internal and external signage is fully accessible.	• Audit current signage (currently 30% accessible). • Implement a phased rollout of new signage incorporating braille, high-contrast colours, and clear symbols.	Site Manager / SENDCo	Medium Term (Year 2-3)	Signage audit complete. Phased rollout evident around the school site, allowing pupils and visitors with visual or cognitive needs to navigate independently.
2. Curriculum Access	Guarantee inclusive access to all extra-curricular and enterprise activities.	• Review planning processes for trips and clubs. • Ensure enterprise initiatives (e.g., Year	EVC (Education I Visits Coordinator) / Heads of Year / SENDCo	Ongoing	Risk assessments and planning documents explicitly detail adaptations made. Increased

		11 Splash and Dash) proactively incorporate accessible roles and adaptations .			participation rates in clubs and trips among pupils with SEND.
	Embed the use of assistive technology across all key stages.	• Audit current inclusive technology (e.g., text-to-speech, reader pens). • Plan a structured rollout of new hardware/software to reduce reliance on reactive purchasing. • Train staff and pupils on effective usage.	IT Lead / SENDCo	Medium Term (Year 1-2)	Audit complete. Increased availability and independent use of assistive technology by pupils in lessons and assessments. Staff report higher confidence in supporting its use.
	Deliver targeted CPD on reasonable adjustments and	• Map out an annual CPD calendar focusing on specific	SLT (CPD Lead) / SENDCo	Ongoing	Annual CPD calendar includes dedicated SEND focus.

	quality-first teaching.	SEND needs. • Share best practices for differentiation across all faculties.			Lesson observations and learning walks evidence effective adaptive teaching and reasonable adjustments in practice.
3. Written Information	Ensure digital communications comply with accessibility standards.	• Audit the school website for screen-reader compatibility and clear navigation. • Ensure all parent communication portals meet accessibility guidelines.	IT Lead / Office Manager	Short Term (Year 1)	School website and communication portals meet required accessibility standards (e.g., WCAG). Parents and pupils can access digital information without barriers.
	Provide key school documents in alternative formats	• Establish a clear, advertised process for requesting materials in	Office Manager / SENDCo	Short Term (Year 1) & Ongoing	Process for requesting alternative formats is clearly visible on

	proactively .	large print, audio, or specific coloured overlays. • Ensure key policies and newsletters are formatted with accessibility in mind (e.g., font size, layout, contrast).			the website and in newsletters . Materials are provided promptly upon request. Standard communications use accessible formatting.
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