



CRAYKE

CHURCH OF ENGLAND PRIMARY SCHOOL

Respect | Friendship | Forgiveness | Determination

"Follow your pathway and we grow together with confidence"

Accessibility Plan

Approved by:	Governing Body	Date: September 2026
Last reviewed on:	September 2026	
Next review due by:	September 2029	

Objective 1: Increasing access to the curriculum				
Objective	Actions	Timescale	Lead	Success criteria
1.1 Improve universal classroom practice so pupils with working memory, literacy and attention needs make stronger progress.	- Whole-staff CPD programme (staff meetings) on adaptive teaching: chunking, scaffolding, cognitive-load reduction, live modelling. - Produce and distribute an "Inclusive Lesson Checklist" for teachers & TAs. - Termly learning walks and book scrutiny with an inclusion focus.	CPD from Sep 2026; checklist by Oct 2026; learning walks termly from Autumn 2026.	SENCO; Headteacher (Judi Jackson); Subject leaders.	- 90% of teachers demonstrate checklist elements in observations by Summer 2027. - 25% reduction in task-related dysregulation incidents by July 2027. - 60%+ of targeted SEND pupils meet individual targets by Summer 2028.
1.2 Ensure mathematics curriculum is consistently implemented and gaps are identified and addressed (inspection priority).	- Introduce short diagnostic routine each term (small diagnostic tasks + fluency checks). - Train staff in short, high-impact interventions (10–15 minute daily overlearning sessions). - Use EYFS White Rose practice	Diagnostics & training from Autumn 2026; termly review.	Maths Subject Leader; SENCO/ Headteacher.	- Diagnostic records for all year groups each term. - 70% of pupils targeted for short interventions show measurable step improvement within six weeks.

	to secure early maths continuity.			
1.3 Make OPAL/outdoor learning accessible for pupils with sensory/behaviour needs.	- Map OPAL activities and reasonable adjustments (sensory routes, low-arousal tasks, adapted resources). - Staff training on inclusive outdoor pedagogy and supervision ratios. - Procure outdoor sensory/adaptive resources (shelters, low-sensory zones).	Mapping & training by Spring 2027; resources by Summer 2027.	OPAL lead; SENCO/Headteacher.	- Every class has at least one accessible outdoor sequence in medium-term plans by Summer 2027. - 30% reduction in playground regulation incidents for targeted pupils by Summer 2028.

Objective 2: Improving access to the physical and sensory environment				
Objective	Actions	Timescale	Lead	Success criteria
2.1 Reduce sensory overload and increase independence in classrooms and shared spaces.	- Whole-school implementation of low sensory reading areas and visual timetables in every classroom. - Provide seating choices, ear defenders/noise-cancelling headphones, clear labelling and consistent working walls.	Reading areas & visual timetable rollout by Dec 2026; resources by Mar 2027; audit Spring 2027; adaptations 2027–28.	SENCO; Class teacher s;	- All classrooms have standard low-stimulation provision by Jan 2027. - 80% positive response in pupil/parent survey re learning spaces by Summer 2027.
2.2 Provide regulation zones for emotional and sensory support.	- Establish a central regulation space and classroom low-arousal areas (visuals, calm boxes, sensory items, plan-do-review prompts). - Train staff in use of zones and in recording uses on CPOMs; implement brief debrief routines.	Central regulation space by Mar 2027; classroom zones by Jul 2027; training Spring 2027.	SENCO / DSL; Learning Mentor	- 30% reduction in frequency/length of removal from class for identified pupils by Summer 2028. - Pupils can name two strategies they use from regulation zones in pupil voice by Summer 2027.
2.3 Ensure safe and inclusive physical access and trip participation.	- Termly checks of paths, gates and play surfaces; ensure step-free routes where required; install quiet/sensory route	Termly checks from Sep 2026; signage by Dec 2026; trip protocol from Sep 2026.	Headteacher/administrator	- No exclusions from outdoor learning due to access barriers by Summer 2029.

	signage. - Standard SEND risk assessment and reasonable-adjustment checklist for trips and off-site visits.			- 100% of trips include SEND risk assessment and documented reasonable adjustments.
--	--	--	--	---

Objective 3: Communication and engagement with families				
Objective	Actions	Timescale	Lead	Success criteria
3.1 Strengthen co-production with families of pupils with SEND and those with EHCPs.	- Co-produce one-page pupil profiles with parents/carers; review termly. - Termly co-production meetings and termly parent workshops (dyslexia, ADHD, working memory, supporting maths). - Provide information in accessible formats (visual guides, plain English, verbal walk-throughs, translations if needed).	One-page profiles by Oct 2026; first SEND evening Jan 2027; workshops termly from Spring 2027.	SENCO /Headteacher.	- 90% of families of pupils with SEND have a current one-page profile by Dec 2026. - Parent survey: 85% feel informed and involved by Summer 2027.
3.2 Improve transitions into school, between classes and to secondary for pupils with additional needs.	- Structured transition plans for all pupils with EHCPs or significant SEND: phased visits, social stories, peer-buddy arrangements, multi-agency meetings. - Produce accessible welcome packs for in-year admissions and reception intake.	Transition protocol finalised Sep 2026; applied from Autumn 2026 onwards.	SENCO/HT ; EYFS Lead.	- 100% of EHCP transfers include multi-agency information and at least one joint visit/meeting before transfer. - Improved attendance and lower anxiety indicators in first half-term for targeted children.

Objective 4: Deployment and development of staff

Objective	Actions	Timescale	Lead	Success criteria
4.1 Maximise high-quality deployment of Teaching Assistants to promote independence.	- Draft TA role descriptors emphasising scaffolding, modelling independence and delivering evidence-based short interventions. - TA CPD (termly) in precision teaching, reading interventions and accurate data recording. - Termly SENCO–TA review meetings to evaluate impact and reallocate support according to evidence.	Role descriptors by Oct 2026; CPD from Nov 2026; termly reviews from Dec 2026.	SENCO; Headteacher.	- Monitoring shows TAs are scaffolding learning rather than “doing for” pupils. - 60%+ of pupils receiving TA interventions meet short-term targets within agreed timescales.
4.2 Strengthen subject leadership so curriculum adaptation for SEND is owned across subjects.	- Include an “inclusion check” in subject leader monitoring templates. - Provide one short inclusion-focused training for subject leaders each year.	Inclusion check template by Oct 2026; monitoring from Spring 2027.	Curriculum lead/ HT Subject leaders;	- Inclusion checks completed termly and adaptations evidenced in planning and practice.

Monitoring and Evaluation				
Monitoring, evaluation and reporting	- Termly data reviews (attainment/progress for SEND cohorts, attendance, behaviour incidents). - Termly learning walks & book looks with inclusion lens. - Termly intervention reviews with TAs/class teachers. - Annual parent & pupil accessibility survey. - Annual governor accessibility review and published update.	Termly monitoring from Autumn 2026; annual survey and governor review each Summer term/July.	SENCO; SLT; SEND link governor;	- Termly monitoring records show progress against plan. - Annual report to governors and public summary published each July.