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	

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is committed to promoting equality, diversity, and inclusion in line with the **Equality Act 2010** and the expectations set out in the **Ofsted Education Inspection Framework**.

We uphold the following principles:

- **Compliance with the Equality Act 2010**: We actively work to eliminate discrimination, harassment, and victimisation, and we make reasonable adjustments to ensure that pupils with disabilities are not placed at a disadvantage. We recognise and support all protected characteristics, including race, disability, gender, religion or belief, sexual orientation, and others.
- **Public Sector Equality Duty (PSED)**: We have due regard to the need to:
    - Eliminate unlawful discrimination and other prohibited conduct.
    - Advance equality of opportunity between people who share a protected characteristic and those who do not.
    - Foster good relations between different groups within the school community.
- **Inclusive curriculum and environment**: In line with Ofsted's expectations, we provide a broad, balanced, and inclusive curriculum that reflects the diversity of our pupils and prepares them for life in modern Britain. We ensure that all pupils, including those with SEND, have access to high-quality teaching and learning.
- **Policies and training**: Our policies on behaviour, safeguarding, admissions, and recruitment reflect our commitment to equality. Staff receive regular training to ensure they understand their responsibilities and can support all pupils effectively.
- **Monitoring and accountability**: We regularly review our practices and outcomes to ensure that no group is disadvantaged. We publish equality objectives and monitor progress towards them, as required under the Equality Act.

Through these values and actions, we aim to create a school culture where everyone feels respected, valued, and able to thrive.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.
We have included a range of stakeholders in the development of this accessibility plan.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring Arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board.

Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Risk assessment policy

Schools must make reasonable adjustments in anticipation of disabled pupils' needs, not just in response to individual cases.

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).	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.

	- Use EYFS White Rose practice 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 teachers;	- 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.