

Accessibility Policy

Croyland Primary School

February 2026

PERSON RESPONSIBLE FOR POLICY:	Lucy Deakin
PERSON RESPONSIBLE FOR IMPLEMENTATION:	
APPROVED:	
SIGNED:	Headteacher
TO BE REVIEWED:	February 2029

1. Introduction

All schools must have an Accessibility Plan. This is required by law – the Equality Act 2010.

Accessibility Plans support current and future pupils with a disability.

The Equality Act says that a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum
- b) improve the physical environment of the school
- c) make information more accessible by providing this in a range of different ways.

2. Vision and aims

Our aim is for everyone at Croyland Primary School to feel part of the school community. We are committed to making our school as accessible as possible. We want our pupils with a disability to;

- be fully included in school life;
- actively take part in high quality learning;
- thrive and enjoy their learning;
- develop the skills to go on and lead fulfilled lives as adults;
- be empowered, confident and able to function as independently as possible.

We want our pupils with a disability to access all elements of school life. This includes school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

3. Objectives

At Croyland Primary School, all staff and governors will be aware of, and working in line with:

- this Accessibility Plan
- the wider disability provisions set out in the Equality Act
- the United Nations Conventions on the rights of:
 - a) the child
 - b) persons with disabilities

Valerie Anslow, our nominated Governor for SEND and Inclusion, will advocate for the needs of pupils with special educational needs and disabilities. She will be actively involved in the development and review of this Accessibility Plan.

Leaders will be held to account to ensure their actions have a transformational impact on how pupils with disabilities achieve and thrive across all areas of school life and, most importantly, that they feel they belong within the school community.

4. School context; The Croyland Way

Croyland Primary School is dedicated to fostering a welcoming and accessible environment for all pupils, staff, parents, and visitors, regardless of their educational background or physical, sensory, social, spiritual, emotional, or cultural needs. We are committed to taking proactive measures in accordance with the Equality Act 2010 to promote inclusion, support, understanding and kindness within our school community.

No pupil will be denied admission based on their Special Educational Needs or Disabilities. In line with the Equality Act 2010, we strive to provide appropriate and effective educational support through reasonable adjustments.

The school recognises that pupils with medical conditions require adequate support to ensure they can fully participate in all aspects of school life, including trips and physical education. Some children with medical conditions may be classified as disabled, and in such cases, the school will adhere to its responsibilities under the Equality Act 2010. We have a policy in place for supporting pupils with medical conditions.

Additionally, some pupils may have Special Educational Needs (SEN) and may hold a statement or an Education, Health and Care (EHC) plan, which consolidates health, social, and educational support. The school follows the SEND Code of Practice (2014) in meeting these needs.

5. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers.

Where our pupils have an Education, Health and Care (EHC) Plan, we use the information within this to ensure that we have a good understanding of their disabilities and how to support them.

The following areas of need are, at the time of writing, known to pupils on roll:

Autism	ADHD	Down Syndrome	Gastrostomy	Arfid	Cerebral Palsy
Tyrners Syndrome	Pardi Arfid	Epilepsy	Spina Bifida	Cleft Palate	Extreme Asthma
Apert Syndrome	Hearing Impaired	Diabetes	DiGeorge Syndrome	Hirschprung Disease	Pica
Coeliac	Severe Allergies				

6. Current good practice

Croyland Primary School provides educational support for children with a diverse range of disabilities. These children, in the first instance, have a detailed medical protocol/ intimate care plan to ensure that the medical needs that are present as part of their disability, are met.

We collaborate with various external agencies to support these pupils effectively. Attendance for all children with medical needs is closely monitored to ensure that their medical requirements do not hinder their participation in school.

All medical protocols are reviewed annually in consultation with the child's parents and updated promptly in response to any changes in the child's needs.

When a child is offered a place at Croyland Primary School, we inquire about any disabilities or health conditions during initial communication with new parents and carers. For parents and carers of children already enrolled at the school, we ensure a prompt response to any necessary adaptations to minimise the time the child spends away from the school environment.

Teaching and Learning Access

- Quality First Teaching remains at the core of Croyland Primary School. All children, regardless of their disability access a broad and balanced curriculum.
- Parents of children with Education Health and Care Plans/Special Educational Need due to attend CPS are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting with us. A transition plan is then created to ensure only success for the child.
- Termly whole school pupil achievement discussion meetings between the core subject leader, class teacher and SENDCo ensure that learning and aspiration remains at the heart of our provision for pupils with a disability.
- A key features document ensures that there is transparency among all staff of the leadership's expectation for the teaching of pupils with a disability.
- Our procedures for the identification and support of pupils with special educational needs are well established. This is evidenced in the number of pupils with EHCP's that currently attend our school.
- All SEN pupils have their own Individual Provision Plan, which moves with them through the school. IPP's document all adaptations, interventions, professional recommendations and their academic progress and achievements. They ensure each receiving teacher has a detailed profile of the child in their care, for whom they are now accountable. There is nothing lost in terms of providing for the child's needs.
- Teachers use resources tailored to the needs of pupils who require support to access the curriculum; Laptops, pen grips, coloured overlays, ICT tools, sensory equipment digital radio aids, adapted chairs, writing slopes and standing desks.

- A once a term leadership assembly led by the SENDCO ensure that our pupils gain a respectful understanding of disability and how they can best support their friends.
- Curriculum resources include examples of people with disabilities. And other protected characteristics.
- Pupils engage in special days e.g World Down Syndrome; and PHSE lessons are led by pupils with individual disabilities e.g. diabetes. This brings the disability to life.
- Children who require it, receive extra support from adults at the point that they need it, to ensure their disability does not hinder their enjoyment of school – including friendships and playtime.
- Staff use a variety of real objects/ photos/ symbols to support children at their different levels of communicative need.
- Social stories to be used as necessary to aid children's transitions and as required at other times.
- SEN friendly classrooms and adaptations promote independence through structured support, visual timetables, chunked tasks and supportive routines.
- The school uses Communication Inprint to ensure messages and routines are accessible to all. It is also a tool used for vocabulary acquisition for all.
- The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.
- Provision of laptops or e-devices are considered to aid recording and / or communication.
- Daily sensory circuits and a lunchtime well-being club support SEMH access.
- Finishing club gives all children further time to complete unfinished learning in a positive setting.
- CPS provides two sensory rooms, on-site pastoral support, and an Emotional Well-being Hub as well as English language support.
- When a child is offered a place at Croyland Primary School, we inquire about any disabilities or health conditions during initial communication with new parents and carers.
- A graduated approach is used to support pupils with SEND. This identifies additional interventions and strategies

- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of amanuensis, large print papers if necessary).
- Transition procedures include personalised stories, structured visits; all children are prepared as well as they can be.
- Risk assessments are carried out for all school trips and Individual assessments are put in place for pupils with a high level of need.
- Leadership Partnership working with two outstanding SEND primary/secondary Schools.
- The school signpost children, young people and families to further support.
- When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.
- PEEP's are in place for pupils with any form of disability, who cannot be adequately protected by the standard fire safety provisions.
- Fire Marshals receive annual training on how to evacuate all persons, including disabled people, safely.
- Risk assessments are conducted for pupils with a short-term disability to enable a safe return to school/ attend trips and events.
- Integrated working with NHS/school nursing team is embedded e.g. Occupational health providing chairs, pen holds, foot mounts, specialist training as required.
- Teachers and teaching assistants receive ongoing SEND training to meet a wide range of needs.
- Staff with specialisms to support children with particular needs eg, epilepsy, diabetes, visual and hearing impairment and speech and language.
- Staff training ensures the needs of all children are met in preparation for their start in school.
- Staff work with internal providers eg Cater Link to ensure all dietary needs are met eg coeliac, diabetes, severe allergies versus pupils' entitlement to free school meals.
- Displays involve sensory aspect touch and hearing (talk tins).
- Anti-Bullying procedures are robust to support the eradication of bullying.
- During staff absence staff are redeployed to ensure no disabled child is impacted on.

Physical Access/ Other facilities

- **Any child's physical, sensory, or mobility needs do not limit access to learning, movement, or participation in school life.**
- The site/school is fully accessible for wheelchair users.
- Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.
- Walkways around the school are kept clear of hazards and the site will clearly signpost visitors, pupils and parents to where they need to be.
- KS toilets and a shower room provide an area for intimate care.
- Toilet facilities have slip resistant floors, push taps and suitable height toilet heights for age ranges they serve.
- A designated medical room ensures privacy and easy access of medical resources.
- Disabled toilets with shower room and provision for nappy changing.
- Leaders conduct regular access audits of the premises.
- Leaders account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises.
- All staff are covered by business insurance to enable pupils to travel to enrichment opportunities.

Information Access

- The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.
- Text messaging is used to alert parents to contact school; face to face communication is preferred by many rather than long letters.
- Parents are supported with form filling and the attendance at professional meetings if they are required.
- Zoom meetings supports by parents who are unable to attend school in person.
- Parents' evenings are a hybrid of face to face/phone call – depending on the request of the family.
- Translated materials and interpretation services for families with English as an additional language.

- There is an effective process to deal with both complaints and positive suggestions from the parents of children/ young people with a disability.
- The website is clearly organised and has headings to support content organisation, information, documents and policies can be found easily. Policies relating to equality, access, and medical support are available. Colour has been used with care.
- All pupil SEND information is available in pupil folders managed by the SENDCo.
- During staff absence staff are redeployed to ensure no disabled child is impacted on.
- Visual posters are printed and distributed for Safeguarding, assemblies and behaviour to ensure all learners have access to this availability.

7. Audit and Action Plan

To help us develop our Accessibility Plan, we undertook an environmental audit of Croyland Primary School. This told us that:

- increasing access to the curriculum
- physical environment of the school
- making information more accessible
- **Accessibility Action Plan**

Increasing access to the curriculum

Outcome 1			
What outcome do we want to achieve?	The MELSA approach is embedded as an approach by all staff to support learners before through the acquisition of knowledge and skills to become independent.		
What actions will we take to achieve this?	SENDCO and AHT KS2 attend MELSA program. DH/LC prepare various support materials to share support tools for independence and an implementation plan that documents the process of implementation.		
How can we tell if this is successful?	Learners become independent and confident in their approach to learning something new. MKO's are observed as effectively deepening learning, rather than task completion.		
When will this work be done?	January 2026 - 2027		
Approximate cost	N/A (SDIP)		
Responsible person(s)	DH/LC	Date complete	

Outcome 2	
What outcome do we want to achieve?	Learners with a disability, and who are on the SEND register, with a mainstream trajectory are carefully tracked through their school life to ensure they make the best possible progress.

What actions will we take to achieve this?	The collaboration between core subject leaders and the SENDCo, analysing standardised test results of this identified group as a unique cohort. Are all the adaptations in place for these learners so they are able to thrive alongside their nondisabled peers?		
How can we tell if this is successful?	Quantitative and Qualitative outcomes for this cohort of pupils, as recorded on the IPPS will evidence progress and achievements.		
When will this work be done?	January 2026		
Approximate cost	N/A (SDIP)		
Responsible person(s)	DH Core Subject Leaders	Date complete	

Improving the physical environment

Outcome 1			
What outcome do we want to achieve?	High numbers of SEND pupils move through the school, who, despite parental request, have not been allocated unit/special school place. We will need to consider how we can provide the physical environment to allow them to thrive in a mainstream setting with limited space.		
What actions will we take to achieve this?	Identify a place and equip it as a non-designated KS2 unit provision.		
How can we tell if this is successful?	Our identified cohort will be regulated and continuing to make progress within their AFA assessments.		
When will this work be done?	June/July/August 2026 2026 - 2027		
Approximate cost	A significant cost to adapt a space		
Responsible person(s)	DH/SLT	Date complete	

Making information more accessible

Outcome 1			
What actions will we take to achieve this?	How can school staff use AI to present information aurally/various languages to ensure parents have they information they need to work in partnership with their children's education.		
How can we tell if this is successful?	Parents/Carers share that they feel fully informed with their children's education.		
When will this work be done?	January 2026		
Approximate cost	Software?		
Responsible person(s)	Headteacher Business Manager	Date complete	

8. Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and SEN information report
- Supporting pupils at school with medical conditions policy
- Equality information and equality objectives

It can also be read alongside the following school documents:

- Child protection policy
- Curriculum policy
- Staff development policy
- Health and safety policy (including off-site safety)
- Behaviour policy
- School development plan

9. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Croyland Primary School for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the North Northamptonshire County Council in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly (and updated if needed). It will be monitored the Pupil Achievement and Welfare Committee.

This Accessibility Plan runs for 3 years and will be updated in 2029. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

Croyland Primary School complaints procedure covers the Accessibility Plan.

10. Accessibility Action Plan

Part 1: Increasing access to the curriculum

Accessibility prompt	Comments or recommendations	Action required
Have all staff received sufficient awareness training about the disabilities supported within the school?	All leaders and the team around the child have specific medical protocols, and general medical information to support first aid. Staff sign to confirm they have read and understood the medical protocols and medical lists.	
Do teaching staff have the necessary specialist training to support all disabled pupils?	Regular reminders are added to the staff bulletin for known allergies and training opportunities. Staff access National College for training, and we have a large number of L3 Paediatric First Aiders.	
Are those responsible for staff training aware of where to obtain further training, advice and guidance?	SENDCo has subscribed to East Hunsbury Partnership for SEND training. School Nurse Partnership. Recommendations from Team around the child meetings. National College database	
Can disabled pupils easily access their classrooms? Can they access any resources or materials they might need within those classrooms?	All adaptations are recorded on a child's IPP which moves with them through the school. Children have individual resource boxes/ transitional objects, visual timetables to support them in all aspects of school life.	
Do lessons provide opportunities for all pupils to achieve? Are activities adapted according to need? Do teachers use a range of methods to gauge understanding, e.g. role play, designing posters or drawing mind maps, as well as written answers?	Claire Gadsby strategies are implemented to support engagement for all.	
Are all pupils encouraged and supported to take part in music, drama, technology and physical activities?	Pupils who have mobility difficulties are driven to the swimming pool/ pantomime visit. Adults support in PE to ensure children can enjoy their learning safely.	
Do staff recognise and allow for the mental or physical effort expended by some disabled pupils? Are work expectations adjusted? Or	Expectations are personalised by the class teacher and reviewed at PADs by SENDCo. Annual reviews measure progress and expectations.	

flexible timings employed for the completion of work?		
Is ICT provided where needed for individual pupils? Are multimedia activities and interactive ICT used to support specific areas of the curriculum?	Dyslexic children have access to a laptop for reading and communication. iPads for Willow class.	
Are staff aware of exam access arrangements?	AHT/ SENDCo ensure all Y6 children have access arrangements to have a fair opportunity within statutory testing.	
Are all school visits (including overseas visits) accessible to disabled pupils?	Overnight residential trips are sufficiently staffed regardless of cost to school.	
Do disabled pupils have equal access to before or after school clubs and activities, or those held at lunch/ break times?	Club places are allocated via equal rep of protected characteristics.	
Do school resources include and promote positive disabled role models?	C Factor focus includes and promotes positive disabled role models. Individuals are discussed in line with school and British Values.	
Does the curriculum cover diversity and equality issues, specifically those around disability?	Curriculum review ensures diversity and equality as well as children's protected characteristics celebrated.	

Part 2: Improving the physical environment

Accessibility prompt	Comments or recommendations	Action required
Are entrances to the school accessible, with suitable parking facilities close by? Can the Reception counter be used by all?	Disabled parking bays in the visitor car park and staff car park. Taxi access to school door for SEND children and LA transport. Reception counter has a high and low desk.	
Are doors and doorways easy to navigate and wide enough to allow access for those with mobility aids or a supporting member of staff?	Yes	
Are all fire exits accessible for pupils with physical difficulties affecting their mobility?	PEEP's in place to ensure evacuation is stress free for all involved. Regular drills refine and review current PEEP's.	
Does the size and layout of areas around the school allow access for all pupils? Consider the:		
Are all areas of the school, including accessible toilet/changing areas, kept clutter free with trip hazards removed?	3 x Disabled/ larger toilets 1 x Shower	

	No hazards and rigorous cleaning.	
Is there a simple, clear layout to the school that is understood by all pupils?	Yes.	
Are good quality acoustics available throughout the school? Is background noise kept to a minimum?	Very little whole school movement. Adult supervision ensures a calm and orderly environment.	
Is there suitable lighting in all areas of the school, with the ability to reduce any glare from windows?		
Are any edges to stairs, ramps and kerbs highlighted and is colour contrast flooring used for pupils with visual impairments?		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	Fire evacuation plans in every room Fire evacuation signage all around the school Toilet signage Communication Inprint: personalised resources regarding pupil instructions. This ensures consistency for all learners.	
Could any of the décor or signage be confusing or disorientating for disabled pupils?	No	
Are a range of seating options available within classrooms?	Teachers work alongside SENDCo to ensure the classroom layout supports the need of the child.	
Are classrooms and hallways suitable for pupils who experience distraction and sensory overload? Can display boards be minimised or individual workstations put in place?	Blue room and Green room support sensory needs. Workstations are used by all teachers to embed adaptations.	
Are quiet, calming withdrawal spaces available for pupils who require these?	The Hub Blue and Green rooms Sofas Library	
Is there sufficient space available for specialist intervention work and the storage of specialist equipment required by disabled pupils?		
Are emergency evacuation systems in place for all pupils, including alarms with visual and auditory components?	Yes, PEEPs are created and reviewed annually, or as required	

Part 3: Making written information more accessible

Accessibility prompt	Comments or recommendations	Action required
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Is all information provided in plain English as standard? Do you supplement this with symbols or Easy Read formats where required? If not, do staff know how to provide or source this?	Communication Inprint.	
Is any written information provided easy to access/ navigate? Does it conform to SCULPT guidelines?		Y LD to understand what guidelines are.
Do you provide large print or audio-recordings for pupils who require or benefit from these?		
Do staff know who to contact to provide information in more specialist formats (such as Braille) if required?		
Have opportunities to reduce written information been explored? Can information be provided through other means?		
Are copies of written information provided to pupils who would have difficulty copying this themselves and is this provided in advance?	iPads. Images on classroom whiteboard support close up work. (Visualiser)	
Is ICT explored to its full potential and are staff familiar and confident to use this?		Y Impact of the new dyslexia screening programme. IT Co-ordination
Is information presented to groups suitable for disabled pupils, e.g. is content read aloud or diagrams described?		
Are text to speech, and speech to text options used within the classroom?		Y LD to work with SENDCo to implement an inclusive strategy