



Cayton School Accessibility Plan

	Objectives	Responsible Person(s)	Timescale, Resources and Costs	Success criteria
Increasing the extent to which disabled pupils can participate in the school's curriculum	<ul style="list-style-type: none">• Cayton school offers a differentiated curriculum for all pupils• We use specific, group or individual resources tailored to the needs of pupils who may require additional support to access parts the curriculum• Curriculum resources include examples of people with disabilities and we promote many as positive role models• Curriculum progress is tracked for all pupils, including those with a disability• Targets are set effectively and are appropriate for pupils with additional needs• The curriculum is reviewed to make sure it meets the needs of all pupils• The needs of pupils with disabilities will be carefully considered in risk assessments for all visits outside of school in order to ensure safe access to the	Headteacher, SENDCo, Educational Visits Co-ordinator, teaching and support staff.	Ongoing	SLT monitoring Pupil progress meetings Subject leader's progression maps include all learners.

	planned activities wherever possible			
Improving the physical environment of the school	<p>The school:</p> <ul style="list-style-type: none"> Will continue to meet needs of all pupils with disabilities by undertaking an assessment at the point of need on an individual basis. Will liaise with NYCC Health and Safety and Risk Assessment Advisor as appropriate. Ensure the disabled parking bay is used appropriately. Will ensure that staff and pupils continue to be aware of the needs of anyone who requires additional support when moving around e.g. guide dog, wheelchair. Ensure a meeting room for parents of children with special needs or disabilities is available in order that confidential information can be shared in a private and suitable space within the school. 	<p>Headteacher, SENDCo, teaching staff and Governors</p> <p>HT, SENDCo School Administrator</p> <p>School Administrator HT and staff</p> <p>HT and Governors</p> <p>HT, Governors and School Administrator</p>	<p>Ongoing</p> <p>Physical needs of disabled pupils are met within the school or LA budget</p>	<p>Risk assessments Education Health Care Plans Inclusion passports</p> <p>Appropriate access available</p> <p>All people safe around buildings Successful fire drills</p> <p>Information is shared confidentially</p>

	<p>The environment is adapted to the needs of children as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Library shelves at wheelchair-accessible height- implemented if needed. 			
<p>Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled</p>	<ul style="list-style-type: none"> • Coloured paper and overlays will be provided, where appropriate, in order to improve accessibility to written information for pupils. • Parents/carers will be encouraged to contact the office staff if they require information from school in an alternative format. 	<p>All teaching and support staff</p> <p>Office Staff/Website Dojo Communication</p>	<p>Ongoing</p>	

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