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Believe We Can; We  
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# Accessibility Plan

2025-2027



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**Approved by:** FGB  
**Date approved:** 02.06.2025  
**Effective Date:** 02.06.2025  
**Next review date:** Spring Term 2027  
**Version Control:** The most up to  
date version of this document is held  
on the school's intranet



The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

To increase the extent to which disabled pupils can participate in the school's curriculum.

To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.

Improve the availability of accessible information to pupils with disabilities

Willerby Carr Lane Primary School pride ourselves on providing a nurturing, inclusive, friendly, safe and secure environment for all staff, pupils and visitors. We aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We work in partnership with families to identify any barriers that children are facing and put in support for them to manage or overcome these barriers. All children with Special Educational Needs or Disability (SEND) receive specialist provision and support as appropriate to enable them to flourish and maximise their potential. Pupils will demonstrate the empathy and confidence to work with others to achieve a better future.

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. We work closely with the Local Authority.

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.

The school's SEND policy and local offer play a substantial role in guiding the school's developing provision for pupils with special educational needs and disabilities.

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

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.





## 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.

### Definition of Disability (Equality Act 2010):

“A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform 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.

### Definition of Special Educational Needs (SEND Code of Practice September 2014):

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include pupils with medical needs.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.





# Action Plan

**Aim 1: To increase the extent to which pupils with SEND can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs.

Current provision includes:

- Identification of SEND at an early stage through close liaison with nurseries, primary schools and specialist agencies
- Involving parents from the earliest stage and maintaining close liaison
- Obtaining specialist advice from, and making referrals to, other professionals (specialist inclusion team, speech and language therapist, hearing impaired service, visually impaired service, school nurse)
- Working with class teachers to create support plans for pupils and sharing progress reports
- Ensuring access through matching the child's needs/abilities with an appropriate differentiated, personalised curriculum
- Arranging training opportunities for staff
- Providing specialist resources to support learning and access to the curriculum, including support from teaching assistants and specialist technology
- Ensuring access arrangements are in place for statutory testing
- Specific specialist and systematic intervention to build skills (particularly for literacy and numeracy) in small groups
- Specific target setting and monitoring to ensure all pupils with SEND make at least sufficient progress and accelerated progress in the intervention groups
- A structured and smooth Y6/7 transition programme for vulnerable pupils
- Participating in statutory processes related to the effective implementation of any EHCPs and/or reports from other professionals
- Creating personalised risk assessments to allow pupils to access the site and participate in all activities (including eating and drinking) throughout the school day
- Putting in personalised support plans and risk assessments to allow all children to access school trips and off-site learning
- PEEPs
- Personalised behaviour support plans





# Action Plan

Target	Strategies	Outcomes	Responsibilities	Timescale
Review policies to ensure that they reflect inclusive practice and procedure	Equality Act 2010 is in every policy update	All policies clearly reflect inclusive practice and procedure	SLT and governors	Ongoing
To maintain close liaison with outside agencies for pupils with additional needs	SENCo to signpost staff to contact agencies SBM advice from LA	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning	SLT/SENCo teaching staff outside professionals	ongoing
Develop the whole curriculum so that all subject leaders can articulate how their subject makes adjustments for children with SEND and is inclusive for all.	Deputy headteacher works with subject leaders to ensure that support for SEND is evident in planning. Monitoring identifies support Subject policies include support	All children are able to talk about learning across the curriculum. Work and teaching scrutinies shows high engagement for all children across the curriculum. Subject leaders are confident that subjects supports children with SEND and ensures inclusion	Headteacher, deputy headteacher, subject leaders, Senco	2026
Increase the awareness that pupils have about the inclusive ethos of the school and how they can contribute to this. All children and parents feel that they are valued and accepted regardless of individual difference.	Termly planned activities that share the school's inclusive ethos Assemblies include inclusion and reflect on the inclusive ethos. Visitors from the local community for all School council and MH Ambassadors design activities that help increase the profile of inclusion	Pupils can talk knowledgeably about the inclusive ethos in the school and share examples of how we are inclusive.  The inclusive environment promotes attitudes of understanding and acceptance of individual differences where learners and staff can thrive.	Headteacher, deputy headteacher, subject leaders, senco, senior mental health lead	2026
An increased number of staff have knowledge about the individual needs of children and how they can best support them to achieve their potential.	Subject leaders make adaptations for children to access their curriculum area. The senco provides training, support and guidance for subject leaders and teachers. Training is shared with TAs Appraisal targets	Staff are knowledgeable about the specific needs of individual learners They provide appropriate resources to enhance their learning and progress.	Headteacher, deputy headteacher, subject leaders, senco,	2026
Increase the availability, knowledge and expertise of how to use technology to enhance children's learning and enjoyment of school.	Staff training. Support from IT and also external agencies School invest in appropriate equipment Visits to inclusive schools	Technology is used effectively to support the learning in the lesson.	Headteacher, deputy headteacher, subject leaders, senco, SBM	ongoing





## Action Plan

Aim 2: To ensure the physical environment of the school increases the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Our key objective is to ensure that our school is physically designed to meet the needs of our pupils.

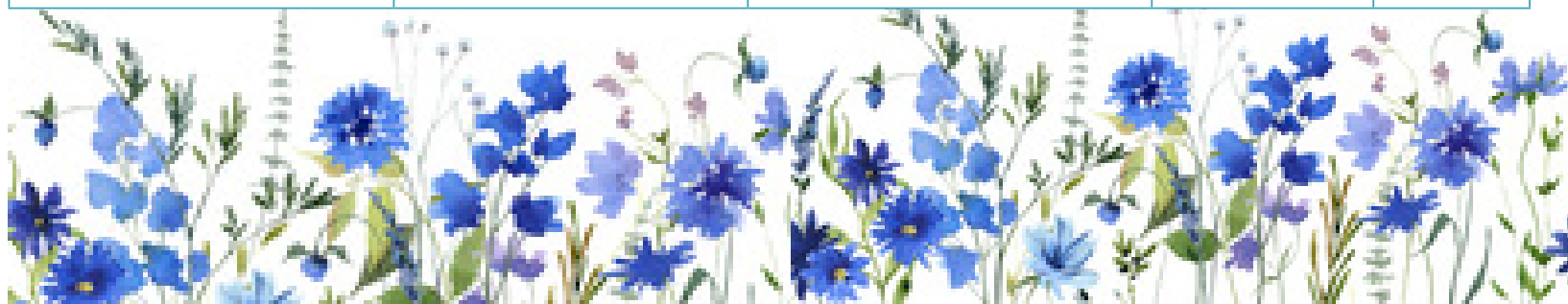
- Current provision includes:
  - Fully wheelchair accessible ground floor school environment with various disabled entry/exit points
  - Three disabled toilets
  - School hall is equipped with a hearing loop for the hearing impaired.
  - Easily accessible canteen facility with spacious layout
  - Ensuring recommendations actioned from visual impairment audit
  - Suitable handrails are in place
  - Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access need





# Action Plan

Aim	Strategies	Outcomes	Responsibilities	Timescale
Provide an appropriate physical school environment.	The school will take into account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.	SBM Caretaker	Ongoing
Ensure pupils who use wheelchairs can move around the school and classrooms without experiencing barriers to access	Review current provision for wheelchair access in classrooms and accessing the school through doorways	Pupils in wheelchairs can easily move around the school independently and with support	SBM Caretaker	2028
The school car park is accessible for all.	Creation of additional disabled parking space  Disabled parking spaces are moved so that there is enough space around the sides of cars when parked  Yellow painted lines to signify spaces	Two easily accessible designated disabled car parking spaces in the staff car park	SBM Caretaker	2026
Children who need it have access to a Sensory room or space in order to meet their needs and provide support for regulation.	Positions of spaces explored Staff visits to successful sensory spaces Equipment/resources purchased	A sensory space will provide support for children with SEND.	SBM/caretaker, headteacher, deputy headteacher, senco	2026
here are spaces within school that all children can access to provide regulation opportunities, space and support for their Mental Health and wellbeing	Subject leaders make Areas identified both indoors and outdoors that children can use independently and supported  Room/area for ELSA to support children in.	Areas identified both indoors and outdoors that children can use independently and supported  Room/area for ELSA to support children in.	SBM/caretaker, headteacher, deputy headteacher, senco	2026
The provision for the children in the ERP is well-matched to their individual needs and provides support for them to be able to access school safely and make progress.	Provision is audited Support is taken from Kingsmill, the LA and other professionals Resources identified and purchased Modifications made where necessary	The ERP provides a safe, nurturing and inclusive space that supports children with significant SEND to thrive.	SBM/caretaker, headteacher, deputy headteacher, senco	ongoing





## Action Plan

Aim 3: To enhance communication channels between home and the school SEND team

Our key objective is to ensure we provide easy, direct access between home and the school SEND team

- Current provision includes:
  - A full-time SENDCo and ELSA
  - Communication via email and phone directly with the SENCO
  - Parent appointments with SENCo during the day and evening
  - Daily on the door ELSA/SENCo support
  - Termly support plans sent home with chance to meet and discuss them with the SENCo or provide written feedback
  - Additional phone call appointments with class teachers termly for children with a support plan





# Action Plan

Aim	Strategies	Outcomes	Responsibilities	Timescale
To ensure that parents feel supported by the school and aware of what is available to help with SEND.	<p>Publish a regular SEND newsletter which includes:</p> <ul style="list-style-type: none"><li>contact details for our SENDCo</li><li>information on our SEND provision</li><li>information on how to raise concerns</li><li>timely information on SEND developments</li><li>information on links to outside agencies and support networks</li></ul>	Half termly communication ensures that parents feel up to date with what support is available both within school and in the wider community.	Senco Headteacher	Ongoing
Develop communication methods between home and school for children with significant communication and interaction needs who are accessing the ERP.	<p>Review what information parents would like to have shared with them about a child's day.</p> <p>Explore different platforms that allow effective communication</p>	Effective channels of communication are established and parents feel that they have access to information about their children whilst they are in school.	SENDCo, staff in the ERP	Ongoing





**Linked policies:**

Child Protection and Safeguarding Policy, Behaviour Policy

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