



Policy and Procedure

Cross Gates Primary School

Accessibility Plan

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The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

Disability as defined by the DDA is "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

- This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

SAFEGUARDING

At Cross Gates Primary School we are committed to safeguarding and promoting the wellbeing of all children, and expect our staff and volunteers to share this commitment. We believe in treating all pupils as individuals and catering for their individual needs. This includes children with special educational needs and/or disabilities (SEND). We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability, and can participate fully in school life. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Cross Gates. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

SCHOOL AIMS

Through commitment, determination and a willingness to embrace change we aim:

- To develop independent, effective learners who are fully involved and enjoy their learning
- To create a friendly, vibrant, positive school community in which we work hard together to achieve and succeed
- To empower the whole school community by raising confidence, self-esteem and self-belief
- To build strong partnerships with parents and carers to achieve positive outcomes for our children
- To equip children with the attitudes, qualities, skills and understanding they need for success in an ever-changing, diverse world
- To ensure optimum achievement for every child

EQUALITY

At Cross Gates Primary School, we understand equality to mean treating everyone with equal dignity and worth, valuing their characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people, can do and can be. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.

Objective	What	How	When	Goal
Ensure all disabled pupils make expected and/or accelerated progress towards ambitious personal targets	Ensure all staff are aware of children identified within DDA.	Identification and monitoring during pupil progress meetings or SEN review meetings (if relevant) – Inclusion leader. FFI request to be made when criteria is met.	Half termly	All pupils making at least 'good' progress towards personal targets
Increase the extent to which disabled pupils (speech and language) can participate in the school curriculum	Appropriately differentiated questioning, language support and/or activity. One to one or group speech and language sessions where required. Access to sessions in The Hub where required.	Screening of all children upon entry to EYFS. Training and support from NHS speech and language therapy service. Implementation of communication friendly approaches to support group/team work. Access to personalised speech and language sessions and learning in The Hub. FFI request to be made when criteria is met.	Screening upon entry to EYFS. Training plan identified for individuals staff supporting identified pupils Identification through ongoing formative and summative assessments. IPMs completed termly.	Children make at least 'good' progress against personal targets. Staff able to include pupils in appropriately differentiated lessons/learning experiences Pupils support each other. School is 'Communication Friendly Trained' SENCO is a lead communication practitioner

Increase the extent to which disabled pupils (physical) can participate in the school curriculum.	Appropriately adapted learning activities / resources / groupings to enable children with physical disabilities to participate fully. Appropriately adapted school environment to enable access to all areas. Appropriately adapted trips / visits / extra-curricular activities to enable disabled pupils to participate fully.	Identification and monitoring by SENCO, including observation of lessons. FFI request to be made when criteria is met.	On entry into school. As appropriate. IPMs completed termly.	Children make at least 'good' progress against personal targets.
Increase knowledge base in relation to specific learning needs eg dyslexia, autism	Develop staff knowledge and skills. Access to sessions in The Hub including sensory room, sensory interventions, and Attention Bucket	Dyslexia: All teaching staff have received Dyslexia training Autism: All staff have received Level 1 AET Training. S Wilkinson (SENCO), P Tran (speech and language assistant) and SEN TA's have attended Level 2 AET training sessions S Wilkinson and P Tran have attended Level 3 lead practitioner training. SEN TA's have received Intensive Interaction training and Visual Supports training. Other specific training as required for staff supporting particular individuals. FFI request to be made when criteria is met.	On entry into school. As appropriate. IPMs completed termly.	Staff have increased skills in working with pupils with specific learning needs. Children with specific learning needs make good progress (in relation to previous progress and peers)

<p>Increase the extent to which disabled pupils (Social, Emotional, Mental Health – SEMH) can participate in the curriculum</p>	<p>Appropriately adapted timetabling / resources / groupings / support to enable children with SEMH disabilities to participate fully (including extra-curricular activities)</p>	<p>Identification and monitoring by SENCO. Identified support through learning mentor and inclusion support worker. Timely involvement of relevant outside agencies (Behaviour Inclusion Worker, Educational Psychologist, 4-11 team, & the Beck etc) including training, target setting, monitoring and support. Development of individual Health and Care plans as appropriate. FFI request to be made when criteria is met.</p>	<p>As appropriate – identified through behaviour tracking, referral by key adults including parents. IBOs, IPRAs, PHPs reviewed at least termly IPMs completed termly.</p>	<p>Children make at least 'good' progress against personal targets. Pupils are able to engage successfully in lessons/learning experiences. Pupils support each other.</p>
<p>Increase the extent to which disabled pupils (visual or hearing impaired) can participate in the school curriculum Increase knowledge base in relation to visual and hearing impairment</p>	<p>Appropriately adapted timetabling / resources / groupings / support to enable children with visual/ hearing impairments to participate fully (including extra-curricular activities)</p>	<p>Monitoring by VI or HI team to give support around provision. Training as required. FFI request to be made when criteria is met.</p>	<p>As required. IPMs completed termly.</p>	<p>Children make at least 'good' progress against personal targets. Staff able to include pupils in appropriately adapted lessons/learning experiences Pupils support each other. Children perceive that they are treated equally and have equal access to all areas of school life.</p>

ACCESSIBILITY/FACILITIES

Cross Gates Primary School is all on ground level allowing access to all areas for people with disabilities. All doors have been widened to allow access for wheelchairs and ramps have been installed where necessary. There is a visitor's toilet and an accessible toilet with a bed near the main entrance. Two disabled parking bays are available in the staff car park. The playground is accessible directly from the classrooms or through the gates at either side of the school, all of which is on one level.

There are various rooms available for withdrawal teaching, intervention groups and 1:1 work, including the nurture room, the intervention room and the library.

We have two modular buildings, The Lodge and The Hub. The Lodge is used for wrap around care and intervention groups; The Hub is used for our internal provision for children with complex speech and language needs. Both buildings have a ramp for wheelchair access. The Hub contains an accessible toilet and a sensory room.

We will make every reasonable adjustment to ensure that everyone can access all that our school has to offer.

This plan is available on the school website and paper copies can be given on request. Please contact the school office on 0113 264 5763 or email admin@crossgates.leeds.sch.uk

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Positive Behaviour Policy
- Curriculum Documents
- Invacuation Plan
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Safeguarding and Child Protection Policy