



Policy name: Accessibility Plan

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To be approved by: Independent Education Board (IEB)

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1.1 Our aims and ethos

The academy operates under the core values of **Respect, Integrity, and Determination**, which underpin expectations for behaviour, learning, and relationships. A leadership reset has taken place, with **Mr Iain Addison appointed Headteacher in January 2025**, as part of the trust's wider strategy to raise standards and improve consistency across the school. These values are highly visible in school communications and routines and are intended to support a calm, purposeful learning environment.

1.2 School Context

Crawshaw Academy is an **11–16 mixed secondary academy** located in **Pudsey, West Leeds (LS28 9HU)**. It is part of the **Red Kite Learning Trust**, a multi-academy trust serving schools across North and West Yorkshire. The academy serves a **predominantly local intake**, with most pupils living in the Pudsey and surrounding West Leeds areas. The school is **non-selective**, fully comprehensive, and has a published admission number of **225 pupils per year group**.

Following a 2024 Ofsted inspection identifying areas for improvement, the academy is in a period of focused development supported by Red Kite Learning Trust. Strong personal development, careers education, and inclusive values underpin the school's work as leaders focus on improving consistency in curriculum delivery, behaviour, and outcomes for all pupils.

Crawshaw Academy has approximately **1,100 pupils on roll**, which places it close to capacity. The pupil population is broadly representative of the local community:

- Around **23–24% of pupils are eligible for Free School Meals**, which is above the national average, indicating notable socio-economic disadvantage.
- Approximately **30% of pupils are identified as disadvantaged** through Pupil Premium eligibility.
- Around **15% of pupils receive SEN Support**, with a small proportion holding an **EHCP**.
- The proportion of pupils who speak **English as an Additional Language (EAL)** is relatively low (under 5%), reflecting the local demographic.

1.3 Definition of disability

The Accessibility Plan has been written in conjunction with the following documents:

- The Equality Act 2010 which covers all the types of discrimination that are unlawful which ensures that schools carry out accessibility planning for disabled pupils, in accordance with relevant health and safety standards.
- The SEND (Special Education Needs and Disability) code of practice (2015) which requires that support and the impact of support offered in school is regularly reviewed and evaluated; reasonable adjustments prevent pupils being disadvantaged; equality of opportunity is promoted
- The Children and Families Act 2014 places a duty on maintained schools to support vulnerable pupils and those with medical conditions. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'
- The National Curriculum Inclusion Statement confirms that teachers should set high expectations for every pupil, whatever their prior life.

1.4 Additional policies

The Accessibility Policy should be read in conjunction with the following policies: Safeguarding and child protection, Individual Needs (SEND), Behaviour Policy, the School's local offer, and the SEND Report. These are posted on the school website.

Our Accessibility Policy has three main aims:

1. Increased access and participation in the school curriculum for pupils at Crawshaw Academy
2. Increased awareness of equality and Inclusion for staff and parents at Crawshaw Academy
3. Improved access to the physical environment (buildings and facilities) for staff, visitors, pupils and their families

1.Increase access and participation in the school curriculum for pupils at Crawshaw Academy				
Current Good Practice	Objectives	Actions	Who	When
SEMH support	Pupils receive early intervention so that they are able access the curriculum	- Weekly triage meeting. 1:1 / group sessions - Support for families - Refer to external agencies - Boxall profile	Pastoral and SEND team	Reviewed half-termly
Partnerships with external agencies	Pupils receive additional support so that they can successfully access the curriculum	- Refer pupils - Co-ordinate provision - Make reasonable adjustments - Action and review	SEND team	Reviewed half termly
Provision for students with Speech, Language and Communication Needs	Pupils are identified early and receive support so that they can successfully access the curriculum	- Identify intake Y7 using the Language Link screening tool - Deliver Language Link interventions following the program recommended for individual students based on baseline assessment - Remove barriers to	SEND team	Reviewed termly

		learning: pupil passport and learning plan with research based and personalised strategies		
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Provision for visually impaired students	Visually impaired pupils receive support so that they can successfully access the curriculum	• Deliver staff training annually • Modify materials • IT Equipment such as laptops and Ipads • External agency involvement	SEND team	Reviewed on an ongoing basis
Provision for DAHIT students	Hearing impaired pupils receive support so that they can successfully access the curriculum.	• Deliver staff training annually. • Hearing equipment • External agency involvement	SEND team	Reviewed on an ongoing basis
Provision for bottom 20% (Literacy and numeracy)	Pupils receive intervention so that they can successfully access the curriculum	• Lexia UK for decoding, fluency and comprehension • Stages not ages assessment tool to assess and monitor small steps of progress • Reciprocal reading • Guided reading • 1:1 and small group for Numeracy intervention • Dynamo Maths • Intervention is reviewed after data collections	KS3 team, HOY, HOD and SEND team	Reviewed termly

2. Improved awareness of equality and Inclusion for staff and parents				
Current Good Practice	Objectives	Actions	Who	When

Transition Profiles	Primary Feeder Schools provide information which shares essential pupil information	• Meet key staff from Primary feeders • Meet vulnerable pupils • Create pupil profiles for transition docs • Create risk assessment if required • Share spreadsheet with key transition information with relevant stakeholders • Key information shared to form tutors and teachers for transition days prior to September start	Transition Team	September annually
Pupil Passports	All staff access relevant, essential pupil information	• Update / create passports • Provide time for staff to access information • Information easily accessible on Classcharts for staff and updated live	EJG, FRO, KCR, LRO	September annually
Learning Plans	All staff to have access to learning plans for students receiving targeted intervention and who have an EHCP	• Update/create learning plans • Include EHCP targets and provisions • Review with parents and pupils termly as per the (COP 2015)	EJG, FRO, KCR	Termly

Access Arrangements	All pupils receive access arrangements as required	• Staff attend annual JCQ (Joint Council for Qualifications) refresher course • Staff complete a referral form via Microsoft Forms prior to testing • Pupils are tested for access arrangements in accordance with JCQ guidelines • Access arrangements are delivered	EJG, FRO	Annually
Classcharts	All staff are aware of appropriate provisions and information	• Strategic seating plans • Share essential information (PP, SEND, bottom 20% EAL (English as an Additional Language), behavior) • SEN diagnosis shared on Classcharts including if students are on a monitoring list not on the SEND register	All staff	Termly
Staff briefings	All staff access relevant, essential pupil information	• Provide regular updates at whole staff briefings • Arbor, profiles, and essential pupil information is updated regularly • Engage events (open day / options etc.)	EJG, FRO	September annually and throughout the year

3. Improved access to the physical environment for staff, visitors, pupils and families (buildings and facilities)				
Current Good Practice	Objectives	Actions	Who	When

Environmental Risk assessments	Trained staff work with staff, visitors, pupils and families to ensure that everyone is safe in school	• Staff complete risk assessments for pupils deemed at risk • Risk assessments are reviewed and modified as required • Risk assessments are shared with appropriate staff	POB, EJJ	Reviewed annually
Accessibility to classrooms	To ensure that staff, visitors and students can access relevant classrooms	• Alternative pathways such as near IAD to be communicated to staff, visitors and students to access the Tower block • If the lift is out of order, adjustments to be made to the location of classrooms and offices for staff, students and visitors who require this • Staff to accompany with maglock cards where required	PBO, EJJ	Reviewed on an ongoing basis