



ACCESSIBILITY PLAN 2022-2023

Introduction

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.

The 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:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Disability and Crawshaw Academy

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – the DDA definition of disability



OUR VISIONS AND VALUES...

The Crawshaw Academy community will provide the inspiration, support and challenge to enable us all to achieve our **Personal Best**. Our curriculum will develop confident, self-motivated and determined young people with the knowledge, skills and qualities needed for successful lives.

1. Inspires and challenges them to be the best they can be.
2. Recognises them as individuals.
3. Provides a safe environment where they have the confidence and resilience to learn from their mistakes.
4. Encourages them to take responsibility for their own learning, behaviour and success.
5. Ensures all students have the opportunity to experience success.

We *STRIVE* for success through....

● EXCELLENCE ●

We strive to **improve** and **progress** each day, allowing ourselves to achieve our personal best.

● PURPOSE ●

We apply reason to all that we do, **determined** to achieve our goals.

● AMBITION ●

We have the **desire** and **enthusiasm** to aim higher, with the **motivation** to succeed in our plans for the future.



CRAWSHAW ACADEMY STANDARDS

CARING

We show support and consideration to our school community and those beyond it.

RESPONSIBLE

Recognising that we make the difference to benefit ourselves and others

ADVENTUROUS

We are bold and ambitious, open to opportunities that come our way, unafraid to try new things.

WORK READY

We prepare ourselves for the future by understanding what is required of us to fulfil our career ambitions.

SUPPORTIVE

We help each other to achieve our goals, inspiring others to be the best they can be.

HONEST

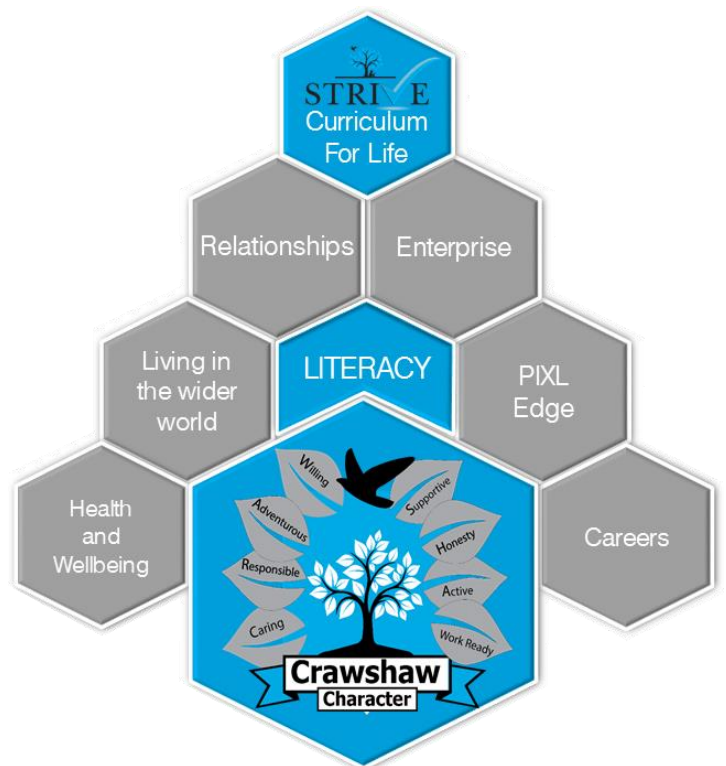
We are truthful and sincere to ourselves and our school community. We are welcoming, understanding and accepting of others.

ACTIVE

We want to participate, ready to engage in physically energetic pursuits to keep our bodies healthy.

WILLING

We are ready, eager, or prepared to do something asked of us as part of our school community.





All students will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum in both content and style of delivery, which allow them to make informed choices as they progress beyond the academy.
- Be encouraged to achieve their full potential, whatever their abilities.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

At Crawshaw Academy we are committed to building a cohesive school community in which we:

- Tackle all types of discrimination.
- Celebrate the diversity of our school and the wider world.
- Promote equality of opportunity and outcome.
- Build good relationships between all groups of people.
- Contribute to the cohesion of the local community and wider society.
- Meet our statutory duties under the SEN and Disability Act 2010.

Improving access to the physical environment

| Targets | Actions | Timescale | Responsibility | Outcomes |
|---|---|------------------|---------------------------------|--|
| School is aware of the access needs of disabled children. | Create access plans for individual disabled children as part of TLSP process. | Ongoing | SENCO | Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. |
| School staff are better aware of access issues. | Provide information and training on disability equality for all staff. | Ongoing | Principal/local governing board | Raised confidence of staff and governors in commitment to meet access needs. |
| All building work has considered accessibility guidance. | Share accessibility plan with relevant personnel and contractors. | Ongoing | SLT/local governing board | Ongoing improvements in access to all areas when undertaking routine and maintenance works. |



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| Ensure that all disabled pupils can be safely evacuated. | Put in place Personal Emergency Evacuation Plans for all children Develop a system to ensure all staff are aware of their responsibilities. | Ongoing | A Broughton SENCO | All disabled children and staff working with them are safe and confident in event of fire. |
| Ensure all fire escape routes are suitable for all. | Request advice from Red Kite Learning Trust Health and Safety on accessibility of exit routes and fire doors as required. | Ongoing | A Broughton SENCO | All disabled staff, pupils and visitors able to have safe independent egress in emergency situations. |
| Improve provision for students with hearing impairment – sound loop systems in theatre and some classrooms | Investigate funding options | Long term | Principal and Governors | Students with hearing impairments able to use sound loop systems |
| Ensure that students with physical disabilities are able to enter the school buildings at all times throughout the school day | Relevant students accompanied by support staff who open doors using their electronic keys. | Ongoing | SENCO Student Services | Students able to enter school buildings throughout the school day. |
| Ensure that students with physical disabilities can access equipment / facilities in specialist teaching room | Ensure art, science, technology have rise / fall tables or equivalent. | Ongoing | SENCO, specialist staff | Students able to access equipment / facilities in specialist rooms. |
| Investigate / develop systems to allow students with visual impairment to navigate around the school. | Investigate options and costings. Liaise with Leeds VI team. | Ongoing | Site team | Able to plan for the future. |
| Continue to develop and advertise quiet, safe areas and support for anxious students and students with mental disabilities | Canvas student population, student voice. | Ongoing | SENCO, Year Managers | Respond to student need. |



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| Improve provision for students with medical needs. | Canvas student population, student voice. | Ongoing | First Aid Team SENCO, Year Managers | Respond to student need |
| Secure funding for a lift to upper floors in tower block | Investigate funding options | Long term | Principal and Governors | Access to upper floors for all. |
| Improving access to the curriculum | | | | |
| Targets | Actions | Timescale | Responsibility | Outcomes |
| Increase confidence of staff in differentiating the curriculum | Undertake audit of staff training needs on curriculum access. Plan training schedule to meet the need of the staff, | Ongoing due to staff turnover and arrival of new students | Leadership Team SENCO | Raised confidence of staff in strategies for differentiation and increased pupil participation, |
| Ensure TAs have access to specific training on disability issues, | Use staff audit to identify TA training needs and inform Professional Development process, | Ongoing due to staff turnover and arrival of new students | SENCO | Raised confidence of TAs as above. |
| Ensure all staff are aware of disabled children's curriculum access, | Dissemination of information via individual pupil passports and plans. | Ongoing – regular reviews testing for fitness for purpose | SENCO | All staff aware of individual pupils' access needs. |
| Ensure all staff are aware of resources available for specific pupils. | Pupil Specific training/information sessions. | Ongoing due to staff turnover and arrival of new students | SENCO | Ensuring all staff are aware of the availability. |
| Ensure all school trips are accessible to all. | Develop guidance for staff on making trips accessible. | Ongoing | Principal/EVC | All children in school able to access all school trips and take part in range of activities. |
| Develop consistent approach to differentiation and alternative recording in school. | Continue to model good practice and evolve as needed. | Ongoing | Leadership Team SENCO | All staff confident and consistent in range of differentiation strategies and use of alternative recording. |
| Improving access to information | | | | |
| Review information to parents/carers to ensure it is accessible. | Review all letters home to check reading age/Plain English | Ongoing | Admin Team Leadership Team SENCO | All parents getting information in format that they can access e.g. |



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| | Produce newsletter in alternative formats e.g. large print, Braille. | | | tape, large print, Braille. |
| Ensure all staff are aware of guidance on accessible formats. | Distribute guidance on good practice in accessible formats and Editorial guidelines. Provide guidance to staff on dyslexia and accessible information. | Ongoing | SENCO | SENCO |
| Inclusive discussion of access to information in all annual reviews for EHCPs. | Ask parents/carers and children about access to information and preferred formats in all reviews. Develop strategies / IEPs to meet needs | Ongoing | SENCO | Staff more aware of pupil's preferred methods of communication. |
| Produce accessible leaflet and increase support for parents of disabled children. | Work with parents of disabled children to produce an accessible SEND leaflet for the school. | | SENCO TA team | Increased confidence of parents of disabled children and those with SEND to support their children's education. |