

Two Gates Primary School is committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high aspirations and expectations for all children. The achievements, attitudes and wellbeing of every pupil matters.

Purpose of Plan

This plan shows how Two Gates Primary School intends, over a period of three years, to increase the accessibility of our school for pupils, staff, parents/carers and visitors with special educational needs and disabilities.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day today activities.

Areas of planning responsibilities

*Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits).

*Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

*Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Current Range of known disabilities

The school has children with a range of special educational needs and disabilities to include moderate and specific learning disabilities.

The school has children with a limited range of disabilities which include Autistic Spectrum Condition and visual impairment. We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances, all medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. This is in line with the school's Asthma and managing medication policies.

Disability, Accessibility and Equality Plan 2021-2024

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| | <p>agencies. Detailed transition arrangements are planned with secondary schools so that specific pupil needs continue to be met successfully in their new setting.</p> | <p>Work with external agencies to support accessibility of children with specific needs to the curriculum, educational visits and residential trips.</p> | <p>SEND team will liaise with key workers from external agencies when planning access arrangements to educational visits and residential trips. Teachers to liaise with the SEND team to ensure individual needs are met during educational visits and residential trips. For residential trips, parents will be invited in to plan how the child's needs will be met during the visit. EVC to check that individual children are identified on risk assessments.</p> | <p>SEND Team Teachers EVC</p> | <p>Ongoing</p> | <p>All pupils will be able to access educational visits and residential trips as fully as possible. Parents are involved during the planning and pre-visits for residential visits.</p> |
| | | <p>To provide specialist equipment as needed to support learning e.g. pencil grips, writing slopes, coloured or bold exercise books, technology, specialist seating.</p> | <p>SEND team will assess the needs of children in each class when identified by class teachers and provide specialise equipment as needed. TG will work with external agencies to adapt and source specialist equipment as needed.</p> | <p>Teachers SEND Team</p> | <p>Ongoing</p> | <p>Children will have developed independent learning skills.</p> |

Disability, Accessibility and Equality Plan 2021-2024

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| | | <p>To meet individual needs of pupils during statutory assessment during end of KS1/KS2 tests and the Phonics Screening Check in Y1.</p> | <p>Children will be assessed in accordance with regular classroom practice, and access arrangements such as coloured paper, enlarging, additional time and modified tests will be applied for as needed.</p> | <p>Y1/2/6 teachers SEND Team</p> | <p>Annually</p> | <p>Barriers to learning will be reduced or removed, enabling children to access assessments to the best of their ability.</p> |
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Disability, Accessibility and Equality Plan 2021-2024

| Aim | Current Good Practice Include established practice and practice under development | Objectives | Actions to be taken | Responsibility | Timescale | Success Criteria |
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| <p>Access to the physical environment.</p> | <p>Two Gates is a single story building. There are no stairs and all classrooms can be accessed via ramp or internal doors. A disabled parking space is available directly outside the school building and families which require special access to the school car park and given so. We have an accessible toilet onsite. Detailed transition arrangements are planned with secondary schools so that specific pupil needs continue to be met successfully in their new setting.</p> | <p>Individual risk assessment and access/evacuation plans are made for specific pupils.</p> | <p>Individual risk assessments are created for individuals to ensure safe access to the curriculum. Personal Evacuation plans to be created for specific pupils to ensure safety during emergencies. Staff to follow individual care plans.</p> | <p>SEND Team Teachers</p> | <p>Ongoing</p> | <p>Specific needs are identified on risk assessments. When needed, individual plans are created and shared with staff to ensure whole school awareness of needs. Personal Evacuation Plans are rehearsed to ensure that staff and children are confident and safe during emergencies. Care plans are shared with specific staff and followed at all times.</p> |
| | | <p>Specialist equipment is provided to access classrooms and learning environments.</p> | <p>SEND team will liaise with external agencies to ensure that any necessary equipment is provided e.g. hearing loops, lighting, visual screens, laptops.</p> | <p>SEND Team</p> | <p>As needed</p> | <p>When needed, classroom accessibility is adjusted so that all pupils are able to participate.</p> |
| | | <p>To further enhance expertise regarding access needs of disabled pupils, staff, governors,</p> | <p>Create individual access plans/risk assessments when needed.</p> | <p>SEND Team SLT Governors Teacher</p> | <p>As needed</p> | <p>Learning Plans and risk assessments are in place for disabled pupils and staff are aware of pupil needs.</p> |

Disability, Accessibility and Equality Plan 2021-2024

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| | | parents/carers and visitors. | Be aware of staff, governor and parents access needs and meet as appropriate. Use disability questionnaire for all new families to school. Consider access needs during recruitment processes. | | Annually and as new families join Two Gates throughout the year. | Staff and governors feel that their needs are met. Access issues do not influence recruitment and retention. |
| Access to information. | Our school website has a Dyslexia Friendly feature. Letters and reports are enlarged for parents. All school information is available electronically and on paper. Text messages are regularly sent to parents for home/school communication. | Ensure that information is accessible. | Provide information and letters in Dyslexia Friendly fonts. Provide information and letters in large print when requested. School office with support and help parents to access information and complete school forms. | SEND Team School Office | On going As requested | All parents receive information in a form that they can access. |
| | | Ensure staff are aware of guidance on accessible formats | Staff to be given booklets on Dyslexia Friendly classrooms. | SEND Team | Ongoing | Information presented to pupils is accessible and Dyslexia Friendly. |

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| High attendance of pupils in all ethnic groups. | Ethnic groups within TG are small cohorts of children, some of which only represent 1 or 2 children. | Attendance of pupils within ethnic groups is in line with White British and whole school attendance. | Termly attendance reports for ethnic groups to be monitored. Groups which have significant differences in attendance will be monitored and individual pupils identified and tracked. | MD/MR | Termly | Attendance of ethnic groups will be in-line with White British and whole school attendance. |
| | There is no gender difference in attendance for the school year 2020-21 (Sept-April) and in line with the school attendance of 96.7% Boys- 96.8% Girls- 96.6% | Attendance of boys and girls is in-line with each other and whole school. | Termly attendance reports for ethnic groups to be monitored. | MD/MR | Termly | Attendance of boys and girls is in-line with each other and whole school. |

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| <p>Progress and attainment of boys and girls is line. The gender gap is closing.</p> | <p>Teaching of writing has improved through the SIFF project (18-19).</p> <p>Writing Essentials for each year group has been developed to ensure basic key skills are mastered.</p> <p>Writing units planned across long term plan to ensure progress and enable moderation.</p> <p>Teaching staff complete termly writing moderation sessions to secure judgements.</p> <p>High quality reading sessions are evident through VIPERS and assessed using the ATLP Reading Rubric.</p> | <p>To raise progress and attainment of boys across the school.</p> | <p>Teacher Research Group- focussing on increasing boys' motivation and engagement in writing using iPad technology. Continue with good practise from SIFF project.</p> <p>Moderation across school</p> <p>Book looks.</p> <p>Instruction coaching approach to continue to develop high quality first teaching across school.</p> | <p>Whole School</p> <p>Leadership Team</p> | <p>120-219-20</p> | <p>Progress measures for boys will increase. % boys working at ARE will increase.</p> <p>Gap between boys and girls % at ARE will narrow.</p> |