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. 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.

Two Gates Community Primary School

Accessibility Plan 2021-2024 (Reviewed Annually)

Aim	Current Good Practice Include established practice and practice under development	Objectives	Actions to be taken	Responsible	Timescale	Success Criteria
Increased access to the curriculum for students with special educational needs or a disability (SEND), tailoring the curriculum as necessary via quality first teaching to ensure that all students with additional needs are as equally, prepared for life as able-bodied students.	Classrooms are organised to ensure that pupils with disabilities can participate and promote independence. Reasonable adjustments are made to curriculum and educational visits. Specific needs are referenced on risk assessments to ensure that all pupils are able to participate as fully as possible. Specific teachers and TAs access training to manage medical conditions in school. Care plans are developed with parents and external agencies. Detailed transition arrangements are planned with secondary schools so that specific pupil needs continue to be met successfully in their new setting. All pupils with SEND or vulnerability have a pupil passport created to	Training and information sharing for staff so that reasonable adjustments are made to planning and delivery of the curriculum including educational visits and residential visits.	SEND team to audit CPD need in line with cohorts of children. SEND provide training for specific staff to make adjustments for pupils. SEND team to provide training of differentiation methods. SEND learning walks monitor accessibility. Teachers to consider pupils personal beliefs during Religious Education and celebrations.	SEND Team	Ongoing Termly	Staff will have a better understanding of how to differentiate for pupils with SEND. Staff will make reasonable adjustments to enable pupils with SEND to access the curriculum. Pupils' personal beliefs are taken into account during celebrations and alternate provision is made- if required. Named Ts and TAs access specific training to support management of medical needs in school.

	support transition to new class. Whole school recording on EduKey Provision Map- Learning Plans, Passports and Interventions recorded centrally.					
	Two Gates works closely with a range of external services to provide support, advice and assessments including Educational Psychology, Learning Support, Autism Outreach team, Speech and Language etc. Recommendations are shared and implemented.	Work with external agencies to support accessibility of children with specific needs to access the curriculum, educational visits and residential trips.	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.	SEND Team Teachers EVC	Ongoing	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.
		To provide specialist equipment as needed to support learning e.g. pencil grips, writing slopes, coloured or bold exercise books,	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.	Teachers SEND Team	Ongoing	Children will have developed independent learning skills.

		technology, specialist seating.				
	Access arrangements are used in KS1 and Ks2 regularly in line with the ARA and as part of normal classroom practice across school.	To meet individual needs of pupils during statutory assessment during end of KS1/KS2 tests, the Phonics Screening Check in Y1 and the Multiplication Check.	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.	Y1/2/6 teachers SEND Team	Annually	Barriers to learning will be reduced or removed, enabling children to access assessments to the best of their ability.
	School has previously enlisted support from Staffordshire MEAs to assess pupil needs and support families. MEAs have previously translated Annual Reports to parents. Pupils new to English are using Microsoft Translator in class for teacher instruction, peer support and general communication. 1:1 phonics support and group intervention to develop language.	To enhance curriculum access for pupils where English is an additional language.	Advice to be sought from Staffordshire MEAs. Staff training in use of translation technology. Implement recommendations from MEAS team.	SEND Team	Sept 2022 July 2022 Ongoing	Pupils with EAL feel included in their class. Their use of basic English around school will increase.

Two Gates Community Primary School

Accessibility Plan 2021-2024 (Reviewed Annually)

Aim	Current Good Practice Include established practice and practice under development	Objectives	Actions to be taken	Responsibile	Timescale	Success Criteria
Improved access to the physical environment, adding specialist facilities as necessary and physical aids to access education.	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.	Individual risk assessment and access/evacuation plans are made for specific pupils.	Individual risk assessments are crated 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.	SEND Team Teachers	Ongoing-led by pupil need.	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.
		Specialist equipment is provided to access classrooms and learning environments.	SEND team will liaise with externa agencies to ensure that any necessary equipment is provided e.g. hearing loops, lighting, visual screens, laptops.	SEND Team	As needed	When needed, classroom accessibility is adjusted so that all pupils are able to participate.
	Two Gates have sought advice from specialist services to create	To further enhance expertise regarding access needs of disabled pupils,	Create individual access plans/risk assessments when needed. Be aware of staff, governor and parents access needs and meet as appropriate.	SEND Team SLT Teacher	As needed	Learning Plans and risk assessments are in place for disabled pupils and staff are aware of pupil needs.

	individualised risk assessments. Learning Plans are stored centrally on EduKey Provision Map.	staff, governors, parents/carers and visitors.	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.
Aim	**Current Good Practice** Include established practice and practice under development	**Objectives**	**Actions to be taken**	**Responsible**	**Timescale**	**Success Criteria**
Improve the delivery of written information to students, staff, parents and visitors with disabilities.	Our school website has a built in translation software (9 languages) Letters and reports are enlarged for parents who have indicated this need. All school information is available electronically and on paper. Text messages are regularly sent to parents for home/school communication. Seesaw is used to communicate homework- picture and voice recording options.	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. Information to be translated into home language as needed and translation software used for parent meetings.	SEND Team School Office	On going As requested	All parents receive information in a form that they can access.

	Staff support parents to access information verbally as needed. Translation software used for parent meetings.					
	All IWB presentations are Dyslexia Friendly. Use of assistive technology (iPad) for pupil support has been videoed as a model for future training and sharing of good practice.	Ensure staff are aware of guidance on accessible formats	Annual staff updates on Dyslexia Friendly formats, fonts and consistent approach. Specialist service support to implement assistive technology.	SEND Team	Ongoing	Information presented to pupils is accessible and Dyslexia Friendly.
	Whole school approach to displays using neutral tones. Displays utilise Dyslexia Friendly fonts for key information. Identified pupils using cream/blue exercise books and reading overlays.	School colour schemes for displays applied to reduce visual stress and over stimulation. Pupils provided with Dyslexia Friendly coloured paper, exercise books and overlays.	SEND team to audit resources and replenish stock. Phase teams to order and stock neutral display resources	SEND Teams Phase Leaders	Annually -May	Pupils with visual sensory needs or Dyslexia needs will be able to read and record information more easily.
Aim	**Current Good Practice** Include established practice and practice under development	**Objectives**	**Actions to be taken**	**Responsible**	**Timescale**	**Success Criteria**
Two Gates meets the needs of staff and students who have	Parents are invited to termly SEND reviews. School has an open door policy to meet with parents and pupils.	To ensure that provision for pupils with SEND meets current needs.	SEND audits are conducted and information is updated, which includes student, parent/ carer.	SEND Team	Termly	Parents are invited to termly reviews to discuss their child's progress and support.

special educational needs, or who are disabled (Equality Act 2010).	SEND provision is reviewed half termly. Individual Learning Plans are updated termly. Pupil Passports are written for all pupils with SEND or vulnerability as part of transition. This is all stored on EduKey Provision Map.		There is a regular review of student provision and progress which includes the student and parent/ carer. All students identified with SEND have a Learning Plan or Pupil Passport stating what reasonable adjustments are needed.	SENDCo Teachers/ SEND Team	Termly Annual	Learning plans are updated termly by class teachers as part of the APDR cycle.
	SEND Register updated regularly in line with pupil APDR cycles. SEND register stored on BromCom and reviewed termly. ProvisionMap updates pupil with SEND needs for staff access.	To ensure that a clear register of pupils with SEND needs is maintained.	Keep SEND register and passport information up to date to identify students with SEND for staff to access. Transfer pupil information between MyConcern and ProvisionMap.	SENDCo	Termly	The SEND register accurately reflects pupil need across school. Accurate pupil information is submitted for the termly census.