Special Educational Needs (SEN) Policy

October 2026

Introduction

The School's Context

Crookhill Primary school is a smaller than average sized primary school serving a catchment area with pockets of high social and economic disadvantage. Pupils have a range of special educational needs including A*utism, ADHD, Social, Emotional and Behavioural Difficulties (SEBD), Mental Health (SEMH) and sensory and physical needs.*

National Context

The SEN policy is a response to the SEN Code of Practice, 2014, and resulting statutory requirements for schools:

Equality Act Sept 2010
Sections 36 – 50 of the Children and Families Act 2014
Care Act 2014
Schools White Paper – Every Child Achieving and Thriving 2026

Equality and Inclusion

We have a duty under the Equality Act 2010 towards individual disabled children. We will make reasonable adjustments to the provision (e.g. staffing and resources) in school to prevent them being disadvantaged. We have a duty to prevent discrimination and we promote equality of opportunity and foster good relationships.

Medical conditions

We will make arrangements to support pupils with medical conditions. We will ensure that an Individual Health Care plan is in place and deliver co-ordinated provision for those pupils. Crookhill Primary School has a Supporting Pupils with Medical Needs and an Administration of Medicines in Schools policy which states the procedures to be followed when administering medication in school.

Policy Statement

All pupils are entitled to a broad, balanced, relevant and differentiated curriculum. The school will effect such entitlement by enabling appropriate access to the whole curriculum for all pupils. Pupils identified as having special educational needs will be

supported at school level or through an Education, Health and Care needs plan (EHCP) in line with the Special Educational Needs Code of Practice guidance 2014. All pupils identified as having special educational needs will, at appropriate intervals, and with due regard to the Code of Practice, be reviewed and re-assessed using a graduated response. Provision for pupils with special educational needs will be met within the mainstream curriculum where possible. As and where necessary, such provision will be supplemented by additional learning support and intervention, paying attention to the pupils' individual needs and barriers to learning. It is expected that all pupils will have equal access to the Curriculum. All teachers will be made aware of, and be responsible for, pupils with special educational needs.

The school will ensure the provision of appropriate time, resources and in-service training to enable teachers to deal effectively with pupils with special educational needs.

The school recognises the necessity to work in partnership with parents and will ensure that parents receive information on the statutory procedures and the outcomes for their children.

Principles and Objectives

We have a responsibility to encourage excellent SEN practice throughout Crookhill Primary School, for the benefit of all pupils. To encourage excellent practice we are committed to the following principles:-

- To ensure that all pupils' needs are identified, assessed and met;
- To ensure all staff are aware of disability equality and support positive outcomes for pupils;
- To provide flexible and sensitive support for pupil learning and cater for pupils' short and long term needs;
- To ensure that teaching staff are aware of pupil's needs and to provide relevant information to inform their planning of classroom experiences;
- To give guidance on appropriate resources to meet the needs of the school and individual pupils;
- To enlist the support of qualified others who will help the school to ensure a high quality team approach to meeting pupils needs;
- To establish a working partnership with parents to support pupil learning and development;
- To provide a framework for the monitoring, and evaluation of policy, practice and provision;
- To support appropriate in-service training for all staff;
- To organise in-service training from outside agencies where appropriate;
- To keep the governing body informed of all aspects of learning support in school.

Roles and responsibilities

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's general policy and approach to provision for pupils with SEN, establishes appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- Ensures appropriate provision is made for any pupil with SEN;
- Reports annually to parents on the school's policy for pupils with SEN;
- Ensures that all pupils, including those with SEN have access to a broad and balanced curriculum;
- Appoints a qualified Special Educational Needs Coordinator (SENDCo) to oversee SEN and have regard to the Equality Act 2010
- Ensures discussions with parents regarding SEN matters at relevant meetings.

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including SEN. As part of the Leadership Team, the SENDCo takes on designated responsibilities and keeps the Governing Body informed of all developments with regard to SEN.

SENCo and Role
Role
The main role of the SENDCo is to co-ordinate special needs provision throughout the school. As the term 'special needs' can be defined in a variety of meaningful statements and because there is no real consensus as to what constitutes good special needs provision, it is imperative that the SENDCo has a clear vision of what special needs and special needs provision mean to the staff, parents and pupils of Crookhill Primary School and thus co-ordinate provision to ensure meaningful learning experiences.

See Appendix A for Role of SENDCo
See Appendix B for additional duties of SENDCo

Implementing the SEN Policy across the school

The school accepts its duty to its pupils and acknowledges that many pupils may at some time, experience difficulty with their learning. All teachers are teachers of SEN and will be responsible for pupils who are experiencing difficulties. As a supportive, caring staff we will ensure that such difficulties are identified as quickly, positively and effectively as possible.

The school has a qualified *SENDCo* - Emma Smith

The Head Teacher/Assistant Heads/ SENDCo has the responsibility of monitoring pupil behaviour and Class Teachers with the development and implementation of Individual Learning Plans, in consultation with Learning Support Staff and parents.
The school's designated governors for Inclusion are Anna Lucas and Julie Wilkinson.

Admissions

Priority in admission
The school's admission policy reflects LA guidelines on the admission of the pupils with special educational needs. This policy is reviewed as and when required. The SENDCo contacts the parents of pupils with special educational needs at the earliest possible opportunity.

SEN Provision

High quality teaching, differentiated for individual pupils is provided for all pupils who have or may have SEN. The quality of teaching is reviewed regularly for all pupils including those at risk of underachievement. Monitoring of intervention programs is robust and highlights where changes may need to be made to best support the children at Crookhill Primary School.

Identification procedures

To assist with the early identification of pupils with special educational needs, the teacher and SENDCo will consider all of the information gathered from within the school and will include early discussions with the pupil and their parents. High quality and accurate assessments will be carried out using effective tools and early assessment materials. The Gateshead Threshold document is used to support staff and families to identify areas of need within the code of practise. Once needs have been identified, the threshold document is used to identify the level of need required and how the child can be best supported following a graduated response.
If SEN provision is required, it will be based on the desired outcomes along with the expected progress and attainment. The views of the pupil and their parents will be included.

Support in School

When a pupil is identified as needing SEN support, we will take action to successfully identify and remove barriers to learning and put effective SEN provision in place.

Assessment
The class teacher and SENDCo will carry out a clear analysis of the pupil's needs. This will be based on a range of information and assessments that are relevant so that the intervention can be accurately matched to need so that barriers to learning are overcome. More specialised assessments such as Reading and Phonics assessments (Phonological Assessment Battery, Sandwell Early Numeracy Test (SENT), EEF Fluency assessment and York Assessment of Reading for Comprehension, Boxall) are completed by the SENDCo in school. Further assessment from our schools Educational Psychologist or other teams such as the Higher Incidence Needs Team (HINT), Occupational Therapy (OT)and Speech and Language are also available.

Planning

The class teacher and SENDCo will agree in consultation with parents and the pupil, any adjustments, support and intervention to be put in place. All teachers and support staff who work with the pupil will be aware of the pupils needs. The desired outcomes for the pupil, the support provided and any teaching strategies or approaches that are required will be recorded on the school's information system. At Crookhill, information regarding provision is documented using EduKey Provision Map.

Intervention

Any support and intervention provided will be selected to meet the outcomes identified for the pupil. The class teacher will be responsible for working with the child on a daily

basis and where interventions involve group, or one to one teaching away from the main class they will also remain responsible for the pupil. They will work closely with teaching assistants or specialist staff to plan, monitor and assess the impact of the support or intervention. Interventions are reviewed each term as a minimum to ensure programs remain effective for individual children.

Individual Learning Plans

Although there is no requirement for pupils with SEN to have an Individual ~~Learning~~ Support Plan (ISP) we will provide a plan of support and intervention in the form of a pupil profile. Plans are created using Provision map and outline the barriers to the children's learning, specific targets, success criteria and the desired outcome and children's academic progress. These are updated regularly throughout the year. These documents will also include threshold information relating to the child's level of need in the different areas of the Code of Practice.

Children needing additional support will follow the tiered system below.

The Three-Tier ISP System:

- **Level 1 (Targeted Support):** Internal school adaptations and core evidence-based interventions.
- **Level 2 (Targeted Plus Support):** Involving external specialists, speech therapists, or localized support teams.
- **Level 3 (Specialist Support):** Intensive intervention used as a prerequisite and pathway for future Education, Health and Care Plan (EHCP) eligibility

Reviewing

The impact and effectiveness of the support will be reviewed in line with an agreed date. If an intervention is found to be unsuccessful for a particular child, it will be amended quickly to ensure the pupils can make progress. Further support from outside agencies can be obtained at this point.

Requesting an Education, Health and Care needs assessment

The effectiveness of SEN Support will be monitored and reviewed in terms of its success in achieving the agreed outcomes. Despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil and expected progress has not been made, the school and parents may consider requesting an Education, Health and Care needs plan (EHC). A graduated response to identification and support will have been followed before an EHC plan would be considered.

Following a request for an Education, Health and Care needs plan, the Local Authority will consider whether an EHC needs assessment is necessary. To inform their decision the LA will need to take into account a wide range of evidence and will pay particular attention to:

- The pupils academic attainment
- Current level of need using threshold information
- Information about the nature of the pupil's SEN
- Evidence of the action already being taken

- Evidence that where progress has been made it has only been due to additional support and intervention
- Relevant evidence from other educational professionals, health professionals or clinicians
- Evidence of recommended interventions and strategies being used following a graduated response of plan, do, review.

The LA will notify the parents of their decision within a maximum of six weeks and will be responsible for ensuring there is effective co-ordination of all assessments and planning.

English as an Additional Language (EAL) Pupils

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some pupils with English as an Additional Language may also have SEN and will be supported appropriately. Links to ensure the correct support will be made by liaising with the Ethnic Minority Traveller Achievement Service (EMTAS) in addition to the other services provided within Special Educational Needs Inclusion Team (SENIT).

Monitoring and Assessment Procedures

Throughout a pupil's time at school, teaching staff use a number of strategies to monitor and assess pupil progress. They include:-

- Teacher assessment
- Target setting and pupil tracking
- Standardised assessments

Class Teachers, in conjunction with the SENDCo, provide continuous monitoring and assessment of pupils identified as having special educational needs by:-

- Diagnostic and standardised tests to inform teacher planning and teaching;
- Recording of progress achieved through individual SEN programmes;
- Class assessment grids – updated on Arbor
- Pupil Tracking carried out each Half Term.
- Intervention monitoring
- Reviews
- Reports and assessments from external agencies e.g. Educational Psychologist.

Where emotional or behavioural difficulties are evident, class teachers refer the pupil to the SENDCo who discusses the issues relating to the pupil with the Head Teacher.

Parents

Parents will be made fully aware of, and consulted on any planned support and interventions. Where appropriate, parental involvement will be sought to reinforce or contribute to progress at home.

Supporting pupils

Attention to pupil needs and progress is central to the caring ethos of the school. Monitoring and evaluation is an ongoing process. The monitoring of the SEN provision

depends on close consultation between the SENDCo and Head Teacher and approval by the Governing Body.

Review Procedures

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The quality of the support and intervention will be evaluated, along with the views of the pupil and parents and any changes will be made in full consultation with the pupil and parents.
A pupil with an EHCP will have their plan reviewed every twelve months and the LA will require the school to convene and hold an annual review meeting where all relevant professionals and parents will meet together. An early review may be held if it is felt the pupil is not making progress, needs are no longer able to be met or the child no longer requires an EHCP.

Curriculum and Provision

Access to the Curriculum

The SENDCo and Leadership Team fully supports the view that all pupils should, where possible, have full access to an appropriate curriculum suitable for their stage of developmental learning. Staff teach using Quality First Teaching Strategies to ensure that learning is accessible for all pupils.

Curriculum Development and provision for SEN

The SENDCo will:-

- Participate in working groups, where appropriate, relating to development of the curriculum;
- Advise the Senior Leadership Team re curriculum development;
- Direct in-class support;
- Discuss curriculum issues relating to SEN with Senior Management;
- Undertake training and professional development re curriculum development and SEN;
- Attend SEND networks to ensure they are upto date with changes within the authority;
- Ensure all threshold data is accurate and takes children's changing needs into account;
- Ensure all matters relating to SEN have a high profile across the school;

Assessing Pupil Progress

Class Teachers use in school assessment grids based on End of Year Expectations to assess ongoing progress. This should maximise pupil performance and potential. Specific strategies should be noted in progress reports relating to tracking and Individual Learning Plans. Smaller steps of progress for SEN pupils can be tracked on their Learning plans and through the provision tracker on EduKey Provision Map.

Supporting the Curriculum

Pupils with special educational needs are supported across the curriculum in one or more of the following ways depending on need:-

- Good quality first teaching (QFT) in all classes
- Whole classes approaches which support all pupils
- In class support, differentiation and access to stage approach learning.
- Targeted support, focusing on the barrier to learning
- Small group teaching, where appropriate
- Individual support sessions
- Opportunities to use adaptive technology where necessary.

Intervention programmes

Intervention programmes are provided to meet individual pupil needs including:

- Numicon Intervention
- KS1 Talk Boost
- Reading Plus
- Accelerated Reader
- Freckle
- Rapid Reading
- Rapid Maths
- Rapid Writing
- Mastering Number
- Sensory Circuits
- Precision teaching based on children's individual needs
- RWI phonics tutoring.
- Lego Therapy and Six Bricks

(*See also Appendix D on Provision Mapping*)

Inclusion

Social

Pupils are included fully into the life of the school. Mixed ability activities operate in all classes and all pupils participate in Key Stage activities.

Physical

Pupils are fully included into the life of the school following guidelines from the Equality Act 2010

INSET/Staff Development

Plans

- Whole school INSET on SEN matters will be delivered as and when the need arises;
- All staff will be made aware of INSET on offer and apply, as individuals, to the Staff Development Officer for relevant courses;
- The SENDCo and Senior Management Team will be a forum to discuss SEN matters and recommend whole school inset as and when the need arises;
- The Head Teacher can recommend INSET deemed necessary at any given time;

LA/National updates

Gateshead Primary SENDCo meetings take place each term. Updates are provided and SENCOs can arrange to share resources and ideas.

External Support

Gateshead Council Local Offer for Pupils with SEN
www.crookhillprimary.org

Provision for pupils with special educational needs will be supported by Officers from the LA and other services, namely:-

- Primary School Colleagues;
- Early Years Area SENDCos
- SEN School Improvement Team
- Psychological Service;
- Education Welfare Service;
- SENIT (Special Education Needs Improvement Team)
- BSS (Behavioural Support Service);
- Queen Elizabeth Hospital Child and Family Unit;
- School Medical Officer;
- Community Based Services;
- Local Authority 'EMTAS' Liaison Service;
- Physiotherapy Service
- Occupational Therapy.
- Speech and Language Therapy.

LA Agreement
Accessing Specialist Support

The school has developed and maintained strong links with specialists from the following areas:-

- Primary School Colleagues
- Psychological Service
- SEN School Improvement Team
- SENIT (Special Educational Needs Improvement Team))
- BSS (Behavioural Support Service)
- School Nurse
- EMTAS
- Physiotherapy

Parents

Recording Concerns
Parents are encouraged to contact the SENDCo or class teacher with any concerns regarding SEN issues. All contacts are noted and responded to. Parental view forms are distributed prior to review meetings

Comments included

Parental views are included in the review documentation. It is useful if these comments are returned prior to the meeting to be circulated or addressed before the meeting. Parents with pupils on SEN support have the opportunity to comment when progress is discussed at parent consultations.

Informed/welcome
Parents are kept informed of SEN issues by:-

- Attendance at review meetings (EHC plans)
- Attendance at Parent Consultations where pupil learning plans and progress are discussed (parents sign documentation)
- Personal invitations to meet with the SENDCo, Teaching Assistants and/or the Educational Psychologist;
- Telephone contact;
- Virtual meetings

The SENDCo, Teaching Assistants and class teachers offer a friendly and supportive environment to parents at all times.

Pupil Involvement

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes where appropriate.

Complaints procedure

Parents can contact school by telephone, letter or in person by an appointment. Concerns about provision for pupils with special educational needs should be referred to the SENCo including complaints for learning and behavioural difficulties.

The concern will be dealt with either through a letter, a phone conversation or an appointment arranged in school to discuss the matter. The SENDCo may need to involve other personnel e.g. the Educational Psychologist at some stage.

The Code of Practice 2014 sets out procedure for complaints about provision. Parents are informed of their rights in the documentation from the LEA. The school will advise parents on provision outlined in the statement if this is requested. Parents have the opportunity through response to the school report system and review meetings to alert the school to concerns or issues. If a parent continues to be dissatisfied, then the issue should be referred to the Head Teacher and or the LEA.

Transition

Between Schools:

Before transition to Secondary Schools in September, relevant SEN information is transferred during the Summer Term of Y6. Some pupils receive additional transition support where necessary and more frequent visits may take place depending on individual needs. There are good communication links between the staff at our local Secondary school.

Reporting to Governors

An annual report to governors will provide information on pupil outcomes and current SEN provision. Termly updates are included in the Head Teacher Report to Governors and at Curriculum Committee meetings.

Appendix A

Role of the SENDCo

The Special Educational Needs Co-ordinator (SENDCo) is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

- Ensuring that parents/carers are:
- involved in supporting their child's learning
- kept informed about the support their child is getting
- involved in reviewing how they are doing
- involved in planning for their future.

- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.

- Making sure that there are excellent records of your child's progress and needs.

- Provide specialist support for teachers and support staff in the school, so they can help pupils with SEN in the school make the best possible progress.

- Support class teachers in writing Learning Plans that specify your child's targets.

- Ensuring that all staff working with the student in school are helped to deliver the planned work/programme so the student can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

Appendix B
Other SENDCO duties supporting SEN and disability

Inclusion
- *Liaison with other agencies and services re inclusion of pupils with SEN ;*
- *Liaison with the LA's EMTAS' specialist teacher re inclusion of any pupils with English as an additional language who have additional special educational needs;*
- *Liaison with Head Teacher/Deputy, Learning Support, Nurture Group staff and Class Teachers to ensure equality of opportunity and integration of pupils with special educational needs;*
- *Attendance at behavioural reviews.*

Curriculum
- *Advising colleagues on the range of support available to staff and pupils;*
- *Liaison with relevant staff to ensure that support is directed to pupils when required;*
- *Providing Class Teachers with information for purposes of setting and/or Teaching and Learning;*
- *Providing Class Teachers with opportunities for accessing SEN support teachers and Teaching Assistants.*

Assessment
- *To supplement whole school assessment with individual SEN assessment of pupils with special educational needs;*
- *To support the Head Teacher and collate information and data on SEN pupils.*
- *To monitor the provision for and progress of SEN pupils*

Staff development
- *To provide whole staff INSET to ensure that the policy on SEN and disability is being adhered to;*
- *To provide whole staff INSET to ensure effective delivery of the curriculum;*
- *To provide specific SEN and disability training to teachers and teaching assistants;.*
- *To support newly qualified teachers with relevant information and advice.*

Environment
- *To ensure a positive, pleasant, caring and comfortable working environment for pupils with special educational needs.*

Administration
- *To produce timetables for Learning Support Staff and Teaching Assistants;*
- *To read through and act upon the information included in the SEN records of all pupils entering the school mid-term;*
- *To analyse data in relation to pupils outcomes to identify next steps;*
- *To oversee Individual Educational Plans for all pupils with special educational needs including those with behavioural problems;*
- *To keep 'lists' of pupils with special educational needs, including pupils with behavioural difficulties, up to date including their level of performance and acquaint staff of amendments on a regular basis;*
- *To produce review timetables for all pupils with special educational needs and be responsible for distribution of invitations to parents and external agents;*

- *To ensure that all documentation relating to reviews are up-to-date and distributed to all concerned;*
- *To prepare educational advice for a request for an EHC assessment*
- *To ensure SEN resources and stock are reviewed and renewed;*
- *To produce agendas and minutes for meetings;*
- *To prepare packages for in service training of all staff;*
- *To prepare relevant documentation for governors and external agents;*
- *To update the SEN Policy after review and revision*
- *To provide Performance Management documentation for learning support staff.*

Parents

- *To communicate with parents of pupils with special educational needs by telephone, letter or by meetings in school;*
- *To distribute Intervention Plans to all parents.*

Appendix C
Disability Equality Scheme and Action plan

Disability Equality Scheme

School name: Crookhill Primary School

3 year period of the plan: **Mar** 2024 – March 2027

1 Vision, Values and Ethos

Crookhill Primary School is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use our school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We will involve disabled people in informing the direction our school takes to promote equality of opportunity and accessibility to the school environment. We also seek to encourage full participation of disabled people in the school community.

Our school aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of his/ her potential and feel valued as an individual who can contribute to the life of our school and society in general.

We promote:

- pupil self-confidence so that each pupil develops a sense of personal worth and is confident in his/her ability to succeed and reach their full potential.
- positive relationships to help pupils develop good relations with others, based on mutual respect and consideration, and an understanding of, and a tolerance towards all races, religions and cultures.
- co-operation to develop the abilities of pupils to contribute as members of groups and recognising their roles and responsibilities.
- self-discipline so that pupils understand the need for high standards of behaviour and to develop responsibility towards people and property.

2 The legal context

The 1995 Disability Discrimination Act (DDA) introduced a duty, which applies to all schools, which sets out a general duty to promote disability and a specific duty to publish a disability equality scheme. It requires schools to be more proactive in their approach to promoting disability equality and eliminating discrimination. Our definition of disability defines a disabled person as someone who has:

'a physical impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

This definition covers a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity

Disorder (ADHD). These are all likely to amount to a disability only if the effect is on a person's ability to carry out normal day-to-day activities. See Appendix D).

The duty puts greater focus on approaches to policy development and management of issues in relation to disability.

Part 4 of the DDA requires that the governing body increase access to education for disabled pupils. Our school has produced, with this scheme, an Accessibility Plan, which identifies actions based on our self-evaluation that will promote opportunities for participating in the curriculum; accessing the building and services and delivery of information to pupils and adults. *See Appendices A, C,D and E.*

3. Involvement of pupils, staff, parents/carers, governors, agencies and service providers

Pupils in our school, including our school council, have provided their views to the group on accessibility issues and the school provision. *See* from the Annual Review of pupil statements we collate pupil and parent views to inform our scheme. Through respectful relationships with disabled pupils we acknowledge their feelings and respond to their views. We have set up an Anti-Bullying Steering Group; this includes Governors, pupils, staff and other agencies. (Happy, Healthy School Programme), which reinforces our aim to create a caring, friendly and safe environment for all of our children.

Where we have disabled staff, parents and service providers we will provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may be required to make reasonable adjustments.

We will seek to record views of external agencies, voluntary groups and services we procure to inform our disability equality scheme and make any necessary adjustments.

An annual report, identifying priorities for school action, will be reported to the governing body

4 Information Gathering in relation to the recruitment, development and retention of disabled employees

Crookhill Primary School will follow local authority guidance on the collection of information on disabled employees and the recruitment of new staff. The local authority human resources database has a record of those staff that have indicated whether they have a disability. Other information in school will be analysed to ensure that there is no discriminatory practice and will take into account the following: seniority, TLR payments, permanency of staff, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving the profession early. Those staff that voluntarily provides information will be assured that it is used confidentially to inform working practice and conditions.

All staff will be supported by the local authority agreed policies on sickness and returning to work. Our school would seek to contact the 'Access to work' scheme to explore possible support to staff if required during their employment.

5 The educational opportunities available to, and achievements of, disabled pupils

The school maintains a pupil tracking system, which provides current data on pupil attainment and achievement. This system also provides specific information on pupil disability and attainment. Pupils with a disability will be registered on admission to Crookhill Primary School. Information will be collected through the transfer of records from previous schools, the local authority and parents to ascertain pupil needs and levels of attainment and achievement in order that consideration is given to provision and access to curriculum. Their data is tracked and monitored to ascertain whether their disability is affecting their academic progress. Further detail is available in our school's SEN and Admissions Policies and
SEND Register.

In order that pupils have full access to the curriculum the school will prioritise aspects of the School Accessibility Plan so that pupils with a disability are ensured greater participation in the curriculum.

Consideration will be given to the management of pupils with medical needs and their care plans to access the curriculum.

The following questions would be considered to identify priorities:

- Are there areas of the curriculum to which a disabled pupil has limited or no access?
- Are pupils fully participating in extra-curricular activities?
- How are we addressing those areas of the school building that are not accessible to disabled pupils, staff or others?
- What forms of communication can we provide for pupils and adults?
- Does our written information allow greater access to the curriculum and information on our school?
- Are we monitoring policies and practice? e.g. administration of medicines, staff development on inclusion areas, incidents that may affect disabled pupils

6 Impact, reviewing and reporting our scheme

The scheme will be monitored by the governing body and will be reviewed annually with the SEN policy and Accessibility Plan. The review of the scheme will cover:

- Information on attainment and achievement for those pupils with a disability.
- Current pupils, staffing and others who are registered with a disability.
- A record of the progress made against the school Accessibility Plan.
- Adjustments that are to be considered in the school SEN policy which would cover staffing and provision.
- Priorities that would be included in the school's Self evaluation and improvement plan.

Appendices

Appendix A Accessibility Plan and Disability Equality Scheme Activities

Appendix B Pupil views primary, special and secondary

Appendix C The Disability Equality Duty and the Governing Body (GB)

Appendix D The DDA definition of disability

Appendix E Questions to support the Accessibility Plan

Accessibility Plan
2024 - 2027

Purpose of the Plan

The purpose of this plan is to show how Crookhill Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

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

Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, ofthe Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

(A) He or she has a physical or mental impairment, and

(B) The impairment has a sustainable and long-term adverse effect of his or her ability to carry out normal day-to-day activities.

Contextual Information

The majority of the school building and playground is accessible for a child in a wheelchair, thanks to the DDA work completed in 2010.

The school building has 2 lifts, as an alternative to steps, which are specifically designed for wheel chair use.

Accessibility Plan/
Disability Equality Scheme Action Plan

School: Crookhill Primary School

Date Reviewed : May 2024
Next Review Date : May 2027

Activities	Resources	Date achieved	Responsible	Outcomes
1. Promoting curriculum access for disabled pupils and adults				
School policies and schemes of work refer to statutory Inclusion Statement.		As policies are renewed	HT and Subject Leaders	Policies and Plans updated.
Pupils with disabilities can access ICT. Specialist equipment or software available if needed.	A Lexia Suite in the break-out space I Pads ICT in intervention rooms	Ongoing – assessments as children grow taller, equipment is changed	HT/Governors/LA/SENCO/IT coordinator	All children have access to ICT
School visits are made accessible to all pupils irrespective of attainment and impairment.	Extra staffing as required Risk assessments	Ongoing – regular and thorough risk assessments including pre-visits if appropriate	HT/Governors/Staff	All children are able to take part in all visits
Effective support is in place for pupils who need help with communication, language and literacy	Speech and language activities Activities and resources Staff training with Speech and Language specialist teachers	Ongoing	HT/SENCO/Staff	All children are able to access all areas of the curriculum
Adapted and modified activities or alternative activities are provided to enable disabled pupils to make progress in all areas.	Specialist equipment is purchased as required e.g. sloping boards, chairs, laptops Staff support/extra staff Advice on adapted/specialist equipment from LA.	Ongoing	HT/SENCO/Staff	All children are able to access all areas of the curriculum

To continue to ensure staff are able them to meet the needs of children with a range of SEN	LA training School CPD and resources Support from SENDCo IEPs/EHCPs SEN review meetings	Ongoing	HT/SENCO/Staff	All children with a SEN are included on provision map which is updated termly.
3 Improving the quality of information for and about disabled pupils and adults				
Provide information in a range of formats, including online access	Staff use simple language, symbols, large print, coloured print, makaton, to meet children's needs. School accesses LA interpreters when needed. Staff provide memory/visual prompts for pupils. Open door policy – face to face communication, phone, text, email	Ongoing Daily/weekly contact	HT/SENCO/Staff	Delivery of information to pupils is improved and ensures access for all.
Ensure that parents who have a disability can receive information and reports by an alternative method	School accesses LA interpreters when needed. Alternative formats are provided as needed Staff speak directly to parents where literacy/understanding may be an issue Full induction with new parents so we can assess/identify any disability	Ongoing as required Home visit/induction prior to starting	HT/SENCO/Staff/SBM	School gets to know pupils and parents/carers well before they start. We can assess any concerns about communication/access to the school
PSHE curriculum, assemblies, workshops, anti-bullying week, Inclusion Award – focus on disabilities and raising awareness		Ongoing	HT/SENCO/PSHE lead/Staff	Inclusive ethos in school
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of Staff as needed			All staff are able to support pupils as needed
4 Improving the physical environment of the school and its services				

Ensure that pupils and adults in wheelchairs can move around the school without experiencing barriers	Ramps/Lifts/Paths/Platform lifts Ramped/level walkway into school. Handrails fitted, Disabled visitor parking, induction loop. Level decking area	Ongoing Risk assessments as needed	HT/Governors/LA/SENDCo Other agencies e.g. physiotherapists	The school is well equipped with ramps, stair lifts and appropriate paths/levels to ensure access
Ensure Emergency Evacuation covers pupils and adults with a disability	TA support, Personal Emergency Evacuation Plans put in place as required.	Ongoing Termly fire drills	HT/Governors/Staff	Plans in place for individual children when needed.
Ensure there is adequate access to toilets for disabled pupils, staff and visitors	**3 disabled toilets** **Boys toilet fitted with handrail**			

The Accessibility Plan will be published on the school website.
The Accessibility Plan will be monitored through the Governor Resources Committee.
It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.
The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- Inclusion Leader
- School Business Manager

Date of next review: May 2027

Appendix B: Example

Pupil Views on 'Meeting My Needs' – Primary/Special

Name: **Date:**

This is how I feel about:

Getting to school	☺	😐	☹
Being at school	☺	😐	☹
My classroom	☺	😐	☹
Sitting with my teacher	☺	😐	☹
Getting help from my teacher	☺	😐	☹
Working on my own	☺	😐	☹
Working in a group	☺	😐	☹
Listening to the teacher	☺	😐	☹
Pupils who talk too much	☺	😐	☹

I think:

	Yes	**Sometimes**	**No**
My teacher explains well when I am stuck			
I get help when I ask			
My school cares about me			
I have friends at school			

I like/don't like

Using the computer	☺	😐	☹
Writing	☺	😐	☹
Reading	☺	😐	☹
Number/Maths	☺	😐	☹

Appendix B ‘Meeting my needs’ - Additional Primary/Special Questions

Question	Comment
1 You have additional support separate from your fellow classmates (e.g. in the library). How do you feel about this? Do you feel you miss much that has gone on in class without you? Do you feel you are learning more this way? How can we do things better?	
2 Are there things in school you would like to do but don’t get the chance to do? What are they, and why don’t you get the chance? What can the school do to help you in this?	
3 Have you had any difficulties with getting around the school for your lessons? If so what were they?	
4 Do you use equipment or aids in lessons to help you and are there any difficulties?	
5 Can you suggest how your lessons could be improved for you? For example, in helping you listen, read, write, do games, play or go on visits.	

Appendix B

Pupil Views on 'Meeting My Needs' –

Question	Comment
During the school day you have another person giving you extra support with your work. How helpful do you find this? Does getting this extra help cause you any problems?	
You have additional support separate from your fellow classmates (e.g. in the library). How do you feel about this? Do you feel you miss much that has gone on in class without you? How can we do things better?	
Can you think of an example where the additional support has helped you understand a topic or a subject better?	
Are there activities - either in class, in technology, or in P.E. or games - which you would like to do but don't get the chance to do? What are they, and why don't you get the chance? What can the school do to help you in this?	
Have you had any difficulties with getting around the school for your lessons? If so what were they?	
Do you use equipment or aids in lessons to help you and are there any difficulties?	
Can you suggest how your lessons could be improved for you? For example in the presentation of information, helping you listen or understand.	

Appendix C The Disability Equality Duty and the Governing Body (GB)

Questions the governing body may want to ask itself as re responsible body for the school

1 Duties to disabled pupils, staff and parents

	Yes	No	Evidence
Does the GB receive reports on how the school is meeting its duties in relation to: • Disabled pupils? • Disabled staff? • Disabled parents, carers, governors, other disabled people who use the school?	**YES**		**Full GB and Committee Meeting Minutes** **Link governor meetings** **HT termly report**

2 Disability equality duty: General duty

Does the GB have regard to the need to: • Promote equality of opportunity for disabled people? • Eliminate disability discrimination? • Eliminate disability-related harassment? • Promote positive attitudes towards disabled people? • Encourage participation by disabled people in public life? • Take steps to meet disabled people's needs, even if this requires more favourable treatment?	**YES**		**Full GB and Committee Meeting Minutes** **HT termly report**

3 Disability equality duty: Specific duty

Does the school have a disability equality scheme?	**YES**		

Did the school involve disabled people (pupils, staff, parents) in the development of the scheme?	Yes		**Parent Governor of child with limited mobility**
Does the school's scheme show: • How disabled people have been involved? • How information is gathered on the effect of the school's policies on: - recruitment, retention of disabled staff? - Opportunities for achievements of disabled pupils? • How the school assesses the impact of policies, current or proposed, on disability equality? • The steps it is going to take to meet the general duty (the school's action plan)? • How information will be used to support the review of the action plan and inform subsequent schemes?	YES		
Did the school implement the actions in the scheme within three years?	YES		
Does the GB: • Report on its scheme annually? • Review and revise its scheme every three years?	YES		

Appendix D

The DDA definition of disability

The DDA defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Definition of the terms:

- **a physical impairment includes sensory impairments**
- **mental impairment includes learning difficulties and impairment resulting from, or consisting of, mental illness**
- **substantial means more than minor or trivial; and**

long–term is defined as 12 months or more.

Things that would affect day-to-day activities:

- **Mobility**
- **Manual dexterity**
- **Physical co-ordination**
- **Continence**
- **Ability to lift, carry or otherwise move everyday objects**
- **Speech, hearing or eyesight**
- **Memory or ability to concentrate, learn or understand**
- **Perception of risk of physical danger**

Appendix E

Questions to support the Accessibility Plan

Identifying Barriers to Access – Curriculum

1 Are teachers and support staff receiving training to teach and support disabled pupils?
2 Are classrooms optimally organised for disabled pupils?
3 Do lessons provide opportunities for all pupils to achieve?
4 Are lessons responsive to pupil diversity?
5 Do lessons involve work to be done by individuals, pairs, groups and the whole class?
6 Are all pupils encouraged to take part in music, drama and physical activities?
7 Do staff recognise and allow for the mental effort expended by able and disabled pupils, for example using lip reading?
8 Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?
9 Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?
10 Is there access to appropriate computer technology for pupils with disabilities?
11 Are school visits made accessible to all pupils irrespective of attainment or impairment?
12 Are there high expectations of all pupils?
13 Do staff seek to remove all barriers to learning and participation?

Identifying Barriers to Access – Premises

1 Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff?
2 Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?
3 Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?
4 Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
5 Are non-visual guides used, to assist people to use buildings, i.e. lifts with tactile buttons?
6 Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?
7 Are areas to which pupils should have access well lit?
8 Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
9 Is furniture and equipment selected, adjusted and located appropriately?
10 Is the equipment in the disabled toilet properly installed and accessible?

Identifying Barriers to Access – Personnel, Governors and Parents

1 Are teachers, administration and support staff aware of the implications for them of the Disability Discrimination Act?
2 Does the school provide information in simple language, symbols, large print, an audio tape or in Braille for the families of pupils and prospective pupils who may have difficulty with printed information?

3 Does the school ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud and explaining diagrams?
4 Does the school have facilities such as ICT to produce written information in different formats?
5 Are staff familiar with technology and practices developed to assist people with disabilities?
6 Are pre-school home visits used effectively to plan ahead for pupils with disability?
7 Do staff have access to training?
8 Do policies reflect the school's aim?