

Scarcliffe Primary School

Accessibility Plan



Adopted: September 2024
Review date: September 2027

Scarcliffe Primary School has adopted this accessibility plan in line with the school's **SEND policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives (See school website <https://www.scarcliffe.derbyshire.sch.uk/policies>)**

explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND. The school SEND policy, information on the Local offer and our annual SEND information report can all be found on the school website – under the 'Parents' section. Written copies of these are available on request.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Short term success criteria	Medium term success criteria	Long term success criteria	Outcome / evaluation of impact
Staff training				
Ensure staff are aware and mindful of the protected characteristics and the importance of equality for all groups.	Training session planned.	Training session delivered. Staff have increased knowledge and consider at the planning phase.	Staff actively plan to promote equality with regard for their protected characteristics. See Protected characteristics plan.	
Increase staff awareness and understanding of Autistic children.	SENCO receives Autism Advocates training and prepares training for all staff.	SENCO to deliver session 1 of Autism Advocates to all staff.	Staff to implement changes and identify those children who might have autism and liaise with SENCO regarding next steps.	
Teaching and learning				
Ongoing, rigorous evaluation of the quality of provision for children with SEND completed by SENCO to ensure high quality provision is offer – leading to rapid progress.	Monitoring and evaluation schedule drawn up by the SENCO.	Monitoring activities complete to give SENCO a clear understanding of quality of provision in all classes.	Feedback to head teacher, staff and governors is given by the SENCO and subsequent action plan shared.	
School estate – capital expense				
Further development of an outdoor learning area for Class 2.	Plans in place to enhance the provision in the Key Stage 1 to extend provision.	Development of outdoor provision for Class 2.	Targeted use of outdoor provision for those with SEND.	

This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

_____ **SEND Governor** **Date:**

_____ **Head teacher** **Date:**

_____ **SENCO** **Date:**

This accessibility plan will be reviewed every three years.