

Scarcliffe Primary School

Accessibility Plan



Approving body	Headteachers
Date approved	November 2025
Review date	September 2027
Approved by	Scarcliffe Primary School LAB

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
Curriculum	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.
	Increase the extent to which children pupils with disabilities can participate in the curriculum.	Teachers plan and deliver lessons with any reasonable adjustments made to the curriculum, teaching methods and physical environment to meet the individual needs of disabled pupils.	SENDCO monitors and evaluates the progress and wellbeing of pupils with disabilities to ensure equity and continuous improvement. CPD is provided as needed.	Children can access the curriculum and make progress throughout their time at SPS.
	Ongoing, rigorous evaluation of the quality of provision for children with SEND completed by SENCO to ensure high	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.

	quality provision is offer – leading to rapid progress.			
Environment	Improve the physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided.	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.
Information	Improve the availability of accessible information to pupils with disabilities.	Use a range of communication methods to ensure information is accessible. Teachers to carefully consider seating plans, availability and access to resources to support accessibility of information for disabled pupils.	Pupils have access to information needed and adaptations made as required. Adaptations made to support accessibility of information for parents/carers.	All pupils have access to information to support their progress. All parents/carers have access to information in a variety of forms.

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.