

# Scarcliffe Primary School

## Accessibility Plan



Adopted: September 2021  
Review date: September 2024

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 <http://www.scarcliffe.derbyshire.sch.uk/our-school/equalities-statement>) 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 'Parent' 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
<b>Staff training</b>				
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.	
<b>Teaching and learning</b>				
In depth evaluation of the quality of provision for children with SEND completed by SENCO.	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.	
<b>School estate – capital expense</b>				
Ensure improved access to no mow area and entry to school near the KS2 cloakroom by installing ramps.	Quotes and funding streams obtained and considered by governors.	Work scheduled for completion.	Work carried out – area safe and accessible to everyone.	
Further development of a sensory area.	Plans in place to enhance the provision in the Key Stage 1 garden area to ensure it becomes a sensory area.	Changes put in place to enhance the area.	Targeted use of sensory garden linked to provision map 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**

_____	<b>SEND Governor</b>	<b>Date: .....</b>
_____	<b>Head teacher</b>	<b>Date: .....</b>
_____	<b>SENCO</b>	<b>Date: .....</b>

**This accessibility plan will be reviewed every three years.**