



Accessibility Policy & Plan

Reviewed: December 2025 Next Review: December 2026
Responsibility: Governing Body

Scartho Junior Academy is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.

The Accessibility Plan is structured to complement and support the school's Equality Policies, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes. An access audit will be undertaken by the governing board and SENCO annually.

1 Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

2 Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community. Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

3 Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

Teachers and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons. There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, elearning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

4 Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

5 Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

TARGET	STRATEGIES	IN PLACE?	REVIEW
Parents & Carers			
Is disabled parking available for pupils?	One space close to the main entrance is available	YES	As and when needed
Can parents meet with staff and SENCO regularly to access support and advice?	Parents can initially communicate via electronic formats. Class teachers and SEND Leader are available to offer advice quickly and by appointment.	YES	N/A
Can parents who are unable to attend school, because of a disability, access parents' evenings?	Staff to hold parents' evenings by phone, video call and can send home written reports	YES	Termly
Can all parents/carers access digital communications?	Work with students, staff and parents to identify their digital accessibility needs.	YES	As and when needed
Identify pupils for whom English is a second language	Adaptive learning styles will be used, also EAL support strategies	YES	As and when needed

Identify parents for whom English is a second language	Use EAL support strategies to break down language barriers. Make use of wider community for additional support.	YES	As and when needed
Pupils			
Is there a quiet room available for pupils who need it?	We have two small nurture rooms that can be used	YES	N/A
Can pupils with disabilities or SEND needs access Pupil Voice?	All pupils have a trusted adult they can see when needed. Arrangements are made for pupils who have communication issues	YES	Annually
Is specialist training in place for staff members who support disabled/SEN pupils?	There is an ongoing programme of appropriate training Staff members are regularly consulted in terms of training they might need	YES	As and when needed
Do all pupils have digital access?	Specialist equipment has been purchased and is currently being used by one pupil. Pupils' needs will be assessed and appropriate digital resources will be made accessible for them.	YES	As and when needed
Curriculum			
Are specialist resources provided to support pupils and the curriculum in class?	There are a variety of resources available for example pen reading scanners	YES	As and when needed
Can pupils have differentiated learning within the curriculum?	Arrangements are made to daily lessons to accommodate these learners	YES	Ongoing
Review PE curriculum to make sure it is accessible for all, or ensure access to disability sports.	As and when needed	YES	Termly

Is pupil monitoring available from SENCO?	Regular reviews and meetings are held between Teacher and SENCO	YES	At least termly
Is support in place to meet the needs of pupils during KS2 tests?	Extra time for tests can be applied depending on the pupils needs	YES	N/A
Health & Safety			
Are all internal and external signs aimed at pupils in a format that can be understood and read by all pupils?	Images and words are used	YES	N/A
Can wheelchair users use all fire exits to which they have access?	Due to previous pupils, there is complete wheelchair access. Arrangements are made for accessing stairs as and when we have pupils with this need	YES	N/A
Ensure disabled toilet is available for pupils and adults	One large separate toilet is available and is wheelchair friendly.	YES	N/A
Ensure internal and external steps have a contrast edging if needed.	This is ongoing as and when needed	YES	Ongoing
Ensure pupils have a PEEP if needed.	All PEEPs are in place and regularly reviewed	YES	Ongoing
Inclusivity			
Is the curriculum regularly reviewed to ensure it is inclusive.	This is reviewed on a yearly basis	YES	Ongoing
Does the school have a lift to upstairs classrooms?	No, alternative arrangements are available if needed	YES	As and when needed
Can classroom layouts be adapted to allow easy movement for pupils with disabilities?	This is already taken into account and reviewed regularly	YES	As and when needed
Do all corridors and doorways allow wheelchair access	Yes, this will be checked as and when if needed	YES	As and when needed
Is the dining hall accessible to wheelchair users?	Wheelchair lift is available	YES	N/A

Are school visits/ trips/onsite workshops accessible to all pupils?	Yes, all trips are inclusive	YES	N/A
Ensure whole school events and after school activities can be adapted for those with disabilities.	This is reviewed via our risk assessment process	YES	N/A