

Etwall Primary School  
Accessibility Plan  
2021/2024

**IMPROVING ACCESS TO THE CURRICULUM**

The School Improvement Plan sets out priorities for improving provision and achievement for all pupils and for improving the quality of teaching and learning. There are clear strategies for the early identification of underachieving pupils, details of this can be seen in the Assessment Policy, SEND Policy and SEN Information Report.

The school works hard to ensure that all children with disabilities participate fully in all aspects of school life. Pupils with disabilities attend all trips and residential visits. They are also supported in participating in after school clubs. Risk assessments are carried out and additional staff and resources are provided if needed.

The school tracking system focuses on a clear assessment of levels and sublevels. All children's progress is monitored and action taken if necessary. Children with disabilities and SEN are part of this system and their progress is monitored closely.

Action Plan for increasing the extent to which disabled pupils can participate in the school curriculum.

Target	Action	Lead Responsibility & Key Personnel	Resources & Costing	Performance Indicators/Exit Criteria	Monitor & Review	Evaluation
Short term  To ensure all pupils have equal access to the whole curriculum through appropriate differentiation and support.	As a result of lesson observations and monitoring of planning/ book scrutinies, ensure there is a greater focus on scaffolding and pace in lessons:  <ul style="list-style-type: none"> <li>Monitor planning for clear evidence of appropriate differentiation/scaffolding [resources, supports, use of TAs].</li> </ul> Provision for SEND	HT/SLT	Release time	Provision for pupils will be more appropriate, evidenced by greater rate of attainment.	HT/SLT and governors	

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<p>Close the gap for the achievement of SEND pupils from their starting points.</p>	<p>children to be highlighted on planning.</p> <p>Analyse school tracking data and school provision map in order to identify the progress of SEN pupils and to establish what is required to enable progress to be accelerated.</p>	<p>SENCo</p>	<p>SENCo time</p>	<p>Data will evidence gaps being close.</p>	<p>HT/SLT and governors</p>	
<p>Medium term</p> <p>To improve the provision for children with SEND in the classroom.</p>	<p>Provide staff training and develop staff knowledge of dyslexia and provide training for TAs working with children with a diagnosis of ASD.</p>	<p>SENCo</p>	<p>Staff meeting</p>	<p>Staff feel better able to support dyslexic pupils in class.</p> <p>Staff feel better able to support pupils with ASD in school.</p>	<p>HT and governors</p>	