



## Sandringham School Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 (schedule 10) for:

- increasing the extent to which disabled students can participate in the school's curriculum
- improving the physical environment of the school for the purpose of increasing the extent to which disabled students, parents and other community stakeholders are able to take advantage of education and benefits, facilities and services provided or offered by the school
- improving the delivery to disabled students of information which is readily accessible to students who are not disabled

Aim	Current good practice	Actions to be taken	Person responsible	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>Our school offers a differentiated curriculum for all students. This includes a modular curriculum in year 9 and guided choices at Key Stage 4.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>One to one device BYOD programme provides opportunities for truly personalised and deeply differentiated learning experiences which span beyond the classroom.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p>	<p>Continue to review the school curriculum on an annual basis to ensure it is fully inclusive and meets the needs of all students.</p> <p>Continue to provide training and regular updates about tools and applications which are useful for delivering highly personalised teaching and learning.</p> <p>Continue to further refine systems to ensure staff can access key information about students' needs efficiently. Alongside this, provide regular updates about the learning needs of SEND students,</p>	<p>DHT – Curriculum</p> <p>AHT – eLearning/BYOD</p> <p>SENCO and Learning Support Team</p>	<p>An effective curriculum which enables success for all learners</p>

	<p>The intent, implementation and impact of the curriculum is reviewed to ensure it meets the needs of all students.</p> <p>Targets and interventions are set effectively and are appropriate for students with additional needs. These are shared with key stakeholders and reviewed with parents.</p>			
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students, staff and visitors to the school as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Step free access via ramps into every block</li> <li>• Elevators in most multi storey blocks</li> <li>• Appropriate corridor and pathway widths</li> <li>• Dedicated disabled parking bays near to key parts of the school (reception, student service and The Sandpit theatre).</li> <li>• Disabled toilets in almost all blocks across the school.</li> <li>• Disabled changing facilities in the Sports Hall.</li> <li>• Library shelving at wheelchair-accessible height</li> <li>• High visibility paint used to provide indication of hazardous areas – e.g. curbs, stairs, ramps and railings</li> </ul>	<p>Ensure accessibility remains a key factor in the design of campus redevelopments and new builds.</p> <p>Continue to repaint key hazardous areas – e.g. curbs, stairs, ramps and railings on an annual basis.</p>	<p>Headteacher Business Manager Campus Manager</p> <p>Campus Manager Site Team</p>	<p>All stakeholders are able to access all areas of the school regardless of ability or need</p>
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<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Newly installed external signage and campus map</li> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Frequency Modulation (FM) Systems</li> </ul>	<p>Adhere to JCQ exam regulations: enlarged print</p> <p>Ensure students have equipment such as magnifiers and reading pens</p> <p>Liaise with external agencies such as PNI (Physical and Neurological Impairment Team), VI (Visual Impairment) and HI (Hearing Impairment)</p>	<p>Exams Officer Access Arrangements Coordinator</p> <p>Access Arrangements Coordinator</p> <p>SENCO Learning Support Team</p>	
<p>A whole school approach to inclusion</p>	<p>Continuing staff training surrounding SEN, PP, CLA and High Starters Students.</p>	<p>Staff are trained through CPD programme, teaching tips, INSET, staff meetings and external training opportunities</p>	<p>Leadership Team SENCO PP Coordinator/PP Champions Designated Teacher High Starters Coordinator</p>	<p>A truly inclusive school in all areas of the curriculum, environment and resources in line with the equality act 2010.</p>

**The Leadership Group will review the school accessibility plan annually.**

**Next review: 01/02/2021**