



The intent, implementation and impact of the curriculum is reviewed to ensure it meets the needs of all students.

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>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 moveable ramps to allow access to blocks</li> <li>• Elevator in one out of two 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 services and the Sports Centre).</li> <li>• Disabled toilets strategically placed 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>Review access to Music block lessons, currently move to classrooms in single storey block to allow access.</p>	<p>Headteacher Business Manager Site Manager</p> <p>Site 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 site 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>SENDCO Learning Support Team</p>	
<p>A whole school approach to inclusion</p>	<p>Continuing staff training surrounding SEN, PP and CLA</p>	<p>Staff are trained through CPD programme, teaching tips, INSET, staff meetings and external training opportunities</p>	<p>Leadership Team SENDCO Inclusion Coordinator Designated Teacher</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: November 2024**