



## Sarum Academy Accessibility Plan

This action plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010 for

- Increasing the extent to which disabled students can participate in the Academy’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, facilities and services provided or offered by the Academy.
- Improving the delivery of information to disabled students 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 Academy offers a differentiated curriculum for all students.</p>	<p>Continue to review the curriculum on an annual basis to ensure that it is fully inclusive and meets the needs of all students.</p>	<p>DHT – Curriculum</p>	<p>An effective curriculum which enables success for all learners.</p>
	<p>We use resources tailored to the needs of students who require support to access the curriculum.</p>	<p>A bespoke curriculum developed for those with complex needs.</p>	<p>SENDCo, Assistant SENDCo</p>	<p>The visual, hearing and physical needs of students with disabilities are met through access to the curriculum.</p>
	<p>Curriculum progress is tracked for all students, including those with a disability or additional needs.</p>	<p>Continue to provide training and regular updates about strategies and tools which are useful for delivering highly personalised teaching and learning.</p>	<p>SENDCo, Assistant SENDCo</p>	<p>Students with disabilities are able to access their learning with growing levels of independence.</p>
	<p>The intent, implementation and impact of the curriculum is reviewed to ensure that it meets the needs of all students.</p>	<p>Continue to further refine systems to ensure that staff can access information about students’ needs. Alongside this, provide regular updates about the learning needs of SEND students.</p>	<p>SENDCo, Assistant SENDCo, TA Team</p>	<p>Students with disabilities to represent the Academy in sporting competitions alongside their peers.</p>

	<p>Targets and interventions are set effectively and are appropriate for students with additional needs.</p>	<p>Advice from feeder schools and data collated to be used in the planning of the curriculum for all students.</p> <p>Student progress will continue to be monitored regularly and formally reported to parents and carers.</p> <p>Work with the Physical and Sensory advisory teacher, the Visual Impairment Team, the Hearing Impairment Team and the Advisory teacher for students with Down Syndrome to support access to the curriculum.</p> <p>Continue to involve Sarum Academy in local area disability sports competitions to enable students with physical disabilities to compete alongside peers.</p>	<p>SENDCo, HOY 7</p> <p>HOY, SENDCo, Assistant SENDCo</p> <p>SENDCo, Assistant SENDCo, TA Team</p> <p>SENDCo/ Assistant SENDCo, PE Team</p>	
<p>Improve and maintain access to the physical Environment.</p>	<p>The Academy is accessible for all of our students but there are some doors which require manual opening as they are not automatic.</p> <ul style="list-style-type: none"> <li>The path leading up to the school is flat and is an appropriate width.</li> <li>There are no steps into or out of the Academy.</li> <li>There is a lift which provides access to both floors.</li> <li>Appropriate corridor widths</li> </ul>	<p>Ensure that accessibility remains a priority in any redevelopments or change to the building.</p> <p>Respond to advice provided by Specialists to further support students with disabilities</p> <p>Maintain lifts and signage on an annual basis.</p>	<p>Site Manager, Site Team, Academy Leader</p> <p>SENDCo Assistant SENDCo</p> <p>External maintenance companies</p>	<p>All students, staff, parents, stakeholders to access all areas of the Academy regardless of ability or need.</p> <p>Students with disabilities can move independently around the Academy</p>

	<p>allowing wheelchair movement between lessons.</p> <ul style="list-style-type: none"> <li>• Viewing gallery for assemblies which wheelchairs can access.</li> <li>• Dedicated disabled parking bays near to the main reception.</li> <li>• Disabled toilets on both levels.</li> <li>• Disabled changing facilities in the PE area.</li> <li>• Adjustable tables in each learning area.</li> <li>• Markings at the edge of steps.</li> <li>• Writing slopes if needed.</li> </ul> <p>Personal Fire Evacuation procedures for students with disabilities.</p>	<p>Students to be identified within the Fire Evacuation procedures document. Staff training on how to assist the students to evacuate the building.</p> <p>Wheelchair students to receive training on how they evacuate the building.</p> <p>Fire practice procedure is practiced each term.</p>	<p>Site Manager SENDCo, Assistant SENDCo TA Team</p>	<p>All students can evacuate the building in the event of a fire.</p> <p>All staff know which students need additional support and they can identify where the safety zones are for the students who use wheelchairs.</p>
<p>Improve the delivery of information to students with a disability.</p>	<p>We use iPads connected to whiteboards for VI students to ensure the information is accessible.</p> <p>We also use:</p> <ul style="list-style-type: none"> <li>• Exercise books with different coloured pages.</li> <li>• Large printed resources IT for recording purposes.</li> </ul>	<p>Adhere to JCQ exam regulations for different coloured exam papers.</p> <p>Liaises with external agencies such as the Visual Impairment, Hearing Impairment, OT and the Physical Needs Team.</p>	<p>Exams Officer, SENDCo</p> <p>SENDCo, Assistant SENDCo, TA Team</p>	

	<ul style="list-style-type: none"> <li>Exercise books with additional spacing between lines for VI students.</li> </ul> <p>Complete access arrangements testing for all students with a disability to ensure they can access the exam papers.</p>			
A whole school approach to inclusion	<p>Continuing staff training around SEND, PP and LAC.</p> <p>Learner profiles are produced which identify additional needs, professional advice, what the student likes, the support they need and how they learn best in the classroom.</p> <p>Enhanced transition in Year 6 for students with complex needs, including visits, treasure hunts, photos, letters and a buddy system.</p>	<p>Staff Training Teaching and Learning briefings Information provided through the weekly bulletins. Staff meetings External training.</p>	<p>SLT SENDCo Teaching staff TA Team Support staff.</p>	<p>A truly inclusive school in all areas of the curriculum, environment and resources in line with the Equality Act 2010.</p>