



Verulam 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
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students. This includes a access to a full curriculum in KS3 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>BYOD scheme now embedded in all year groups . Teachers in some subjects use a range of applications to enable effective adaptations to learning.</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 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, (create a</p>	<p>DHT – Curriculum</p> <p>AHT – Mr Zaman – eLearning/BYOD</p> <p>SENDSCO and Learning Support Team</p>	An effective curriculum which enables success for all learners



Improve and maintain access to the physical environment	<p>Curriculum progress is tracked for all students, including those with a disability.</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 some interventions are set effectively and are appropriate for students with additional needs. These are shared with key stakeholders and reviewed with parents.</p> <p>The environment is adapted to the needs of students, staff and visitors to the school as required. This includes:</p> <ul style="list-style-type: none">• Step free access via ramps into every block• Appropriate corridor and pathway widths	<p>Provision map). Alongside this, provide regular updates about the learning needs of SEND students</p> <p>To continue and build a culture of early intervention for students with additional needs in the Inclusion Hub</p>		
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	<ul style="list-style-type: none">• Dedicated disabled parking bays near to key parts of the school (reception)• A Disabled toilet in blocks across the school.• Disabled changing facilities in the Sports Hall. <p>Stakeholders are able to access most areas of the school regardless of ability or need .</p> <p>Improve the delivery of information to students with a disability Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none">• Newly installed external signage• Internal signage• Large print resources	<p>Ensure accessibility remains a key factor in the design of school 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 Operations Manager Campus Manager Site Team</p>	
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A whole school approach to inclusion	Continuing staff training surrounding SEN, PP, CLA	Staff are trained through CPD programme, T&L programme . INSET, staff meetings and external training opportunities	<p>Leadership Team</p> <p>SENDCO</p> <p>PP Coordinator</p>	A truly inclusive school in all areas of the curriculum, environment and resources in line with the Equality Act 2010.