Accessibility Plan

The aim of the accessibility plan to is to outline the strategic actions in place to ensure that the facilities surrounding Erdington Academy's accessibility for students to the curriculum, the environment and information is clear. The accessibility plan does not identify the reasonable adjustments that are made at a teaching and learning level to ensure that students' needs are met; this is the role of the individual class teachers with the support and guidance from the SENDCo and SEND team.

To enable ease, the Accessibility Plan has been split into the 4 key areas of need, with an additional SEND outcome to support all students.

Outcomes for groups of children and young people	**Accessibility Planning Code C – Curriculum E – Environment I - Information**	**Actions**			**Evidence** (Success Criteria)	**Dates** (from and to)	**Review January 2019**	**Review December 2019**	**Review September 2020**	**Review January 2021**
		What/How	**Lead**	**Resources**						
To improve the access for students with **cognition and learning** needs	C I	To develop data tracking and analysis of reading assessments to ensure students with SEND needs receive appropriate support	AXT/EMC	SEND Assessment Kit (£1370.00 to be paid annually)	Students with standardised scoring below the 85% are automatically flagged to the SENDCo/SEND team.	Jan 2018 – July 2018	All students in school tested. Year 7 tests completed in the Summer. Next steps: Change to test to enable data on reading speed for Year 11			
	C I	To provide CPD opportunities to staff widening their knowledge and understanding of standardised scoring and how this can be used to make reasonable adjustments to teaching and learning	AXT	CPD Opportunities	Lesson Observation/ANAC/Planning demonstrates adapted resources to meet the standardised scores of students within their classes.	March 2018	Next steps: Send this out to staff in January 2019 to enable access for new staff.			
To improve the access for students with **communication and interaction** needs	C I	To develop opportunities for the Communication and Autism Team (CAT) team to work with parents	AXT	Identified Parents Drop Ins/Workshops	Parent Voice identifies that communication with external agencies is strong	To be reviewed January 2018	Dates in place for 2019 Drop Ins			
	C I	To ensure all new staff are trained in Tier 1 AET	AXT	CAT Hours	All teaching staff to have completed the Tier 1 AET training from the CAT team.	To be reviewed January 2018	Next steps: Arrange Tier 1 training for new staff and NQTs	Next steps: Arrange Tier 1 training for new staff and NQTs	Next steps: Arrange Tier 1 training for new staff and NQTs	Next steps: Arrange Tier 1 training for new staff and NQTs – After school re-opens
	I	To develop knowledge and understanding through CPD with Year 11 students with ASC/D who demonstrate anxieties around the pressures of Year 11	ELI	CPD Opportunities	Students in Year 11 with ASC/D diagnoses have tailored support throughout Year 11 to ensure that anxieties are reduced.	March 2018	Next Step: ELI to develop parental involvement at Year 11 with CAT and Careers			

	I	To work with students and parents in Year 11 of students with ASC/D who demonstrate anxieties around the pressures of leaving school	ELI	Time to complete transition work with Year 11	Communication with parents is identified through Parent Voice as strong.	Jan 2018 - July 2018				
To improve the access for students with **social, emotional and mental health** needs	C I	To audit the SEMH needs of students	AXT THD	SEND Assessment Kit (£1370.00)		Jan 2018 - July 2018		Not purchased. SEND Therapeutic Review December 2019 will audit the SEMH provision in school.	SEND Therapeutic review cancelled due to Norovirus closure. Awaiting another date to be set.	SEND Therapeutic Review awaiting dates following school closures.
	C I	To audit the provision for students with SEMH needs across the school	AXT THD	SEMH Audit	SEMH Provision is identified as a strength in the SEND Review	February 2018				
	C I	To ensure that the provision for students with SEMH addresses their needs	AXT THD	SEMH Audit	SEMH needs for students are met, enabling them to make progress	February 2018				
	C I	To develop the use of the Resilience assessment tool to support teaching and learning to address needs	AXT	SEND Assessment Kit (£1370.00)	Resilience assessments provide clear data that focuses teaching and learning	Jan 2018 - July 2018		Not purchased. Trust purchase PASS will identify Pupil attitudes to school and self. This will inform appropriate interventions. Currently assessments being done Year 7-10.	As previously. PASS analysis can be used to support. Boxall also completed on individuals student to identify appropriate interventions.	PASS used whole school and Boxall for individuals.
To improve the access for students with **sensory/physical** needs	E I	To ensure the canteen is accessible for students with physical needs to sit with friends	Site	Change of Canteen furniture	Students with physical disabilities are able to access the tables	Jan 2018				
		To review the quality of the blinds in classrooms	Site		Blinds in all rooms accessed by students are sufficient in preventing glare	To be reviewed January 2018	A.Green looking at grant bid from the Access Audit to replace.	M.West to follow up with A.Green	New classrooms have had suitable blinds fitted. Other rooms still require new blinds.	As previous.
		To review the provision of personal care ready for student who may require specific support (Facilities and TA role)	AXT	CPD for TAs/HLTAs	Students can access personal care support, if required	To be reviewed January 2018		Currently still no staff trained to support. There are no students with needs for personal care in school.	No students with personal care needs in school in the new intake.	No students with personal care needs in school. Students do have toilet passes where appropriate.
		To annually work with PDSS and Sensory Support to provide specific training to staff and supporting individual students	AXT	CPD Opportunities	Staff Voice suggests that they are confident in understanding how to meet individual students' needs.	To be reviewed January 2018		Development of CPD through an SEND handbook has begun. This will support staff and draw on expertise of PDSS.	Training in place for all students and staff supporting. Charities have delivered some additional training to TAs and SENDCo as required.	

		To increase the number of IWBs that are replaced with LED screens to support students with visual impairments	SIM	New LED screens across the school	Students with visual impairments do not have a barrier of glare from IWBs	Jan 2018 – Jan 2023	Replacement IWB's are LED. As IWB's are replaced across the school they will all be LED.			
To improve access for students with **SEND** needs	E I	To ensure that Personal Emergency Evacuation Procedures are in place for student who require them (PEEPs)	AXT	Support from A.Green/B.Fox	PEEPs support students that require them and are mapped in students individual files.	To be reviewed January 2018		A Taylor has completed PEEPS for students whom require them and circulated evacuation procedures.	All sent to H/S lead in school with updated Coronavirus processes included.	
	E I	To review the signage around school to signpost direction of travel (NB: In conjunction with Access Audit)	Site	AXT to meet with A.Green and discuss moving forwards	Access Audit identifies that signage is suitable to signposting students to the correct places.	Jan 2018 – Jan 2020	New Access Audit being completed. Actions to be identified following this.			
	I	To improve parental communication within the Provision Map software	AXT	Provision Mapping (<£2000)	Parents utilise Provision Map to express concerns. Parent Voice identifies that they are confident in being able to contact the SENDCo.	To be reviewed January 2018		Development of Parental engagement of provision map is still underway.	Provision Map is installed for all parents. Parents have access and are communicating with SENDCo	
	I	To ensure students have full access to the curriculum through monitoring and quality assurance in an SEND focus week each term	AXT		SEND Review identifies that monitoring and quality assurance of SEND students is strong	To be reviewed January 2018	Development with SEND staff of this for the Spring Term	Changes to the Leadership of QA have moved away from this. However, this has recently been raised again at LT as an action.	Changes to new Leadership of QA has moved away from this. SENDCO liaising with QA lead to re-address with suitable actions.	QA completed within SEND team on individual students.