Accessibility Plan
Erdington Academy
Part of Fairfax Multi-Academy Trust
November 2023

Document Owner:	Jenny Hunt: Assistant Principal
Ratified By:	Education Committee
Date Ratified:	November 2023
Review Date:	November 2024

ERDINGTON ACADEMY

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)	Timeframe	DEC 2023	APR 2024	JUL 2024
		What/How	Lead	Resources					
To identified barriers to the curriculum for SEND students and put appropriate interventions in place.	C I	To use data tracking and analysis of reading assessments to ensure students with SEND needs receive appropriate support.	AP for Data and AP for SEND	Diagnostic Reading Assessments. GL Assessments. NGRT data. SEND interventions (guided reading, toe-by-toe, word wasp, power of 2, maths toolkit).	Students on SEND register have DRA assessment on first entry to school to assess barriers to reading and put interventions in place. Students with standardised age scoring below 85 are investigated further by SENDCo/SEND team. NGRT data.	September DRA assessments completed and by November CAT scores analysed. GL assessments reviewed. DRA assessments redone if needed 6 months on.			

FAIRFAX
MULTI-ACADEMY TRUST

	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.	AP Teaching and Learning /CPD	CPD Opportunities	Lesson Observation/ANAC/Planning demonstrates adapted resources to meet the standardised scores of students within their classes.	December 2023			
To improve the access for students with **social, emotional and mental health** needs	C I	To work with the DLP bid and the ADHD Award team to ensure that we are an ADHD friendly school.	DP pastoral AP SEND and SEMH lead	CPD training.	SEMH students have appropriate learning plans and interventions identified.	Spring 2023			
	C I	To audit the provision for students with SEMH needs across the school	DP pastoral AP SEND and SEMH lead AP for Health and Safety/site	SEMH Audit	SEMH Provision is identified as a strength in the SEND Review	Spring 2023			
	C I	Successful completion of ADHD award	DP pastoral AP Teaching and Learning	QA of provision in lesson QA of pastoral support and interventions	SEMH needs for students are met, enabling them to make progress as shown in lessons, through planning and behaviour reports.	Summer 2024			

			AAPs for each faculty area						
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	AP for Health and Safety/site	Needs based	Students with physical disabilities are able to access the canteen	Autumn 2023			
		To review the quality of the blinds in classrooms	AP for Health and Safety/site	New equipment	Blinds in all rooms accessed by students are sufficient in preventing glare. Curtains may be used instead as a way to also limit distractions for students.	Spring 2023			
		To review the provision of personal care ready for student who may require specific support (Facilities and TA role)	AP for Health and Safety/site	CPD for TAs/HLTAs/medical officer/pastoral leads	Students can access personal care support, if required	Termly reviewed			
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)	AP for Health and Safety/site	Support from trust health and safety lead	PEEPs support students that require them and are mapped in students individual files.	Termly reviewed			
	E I	To review the signage around school to signpost direction of travel (NB: In conjunction with Access Audit)	AP for Health and Safety/site	Support from trust health and safety lead	Access Audit identifies that signage is suitable to signposting students to the correct places.	Termly reviewed			

	I	To ensure students have full access to the curriculum through monitoring and quality assurance.	AAPs	Support from DP for Curriculum	QA systems and data tracked demonstrates no gap in achievement between SEND and non-SEND students.	Termly reviewed		