



**Accessibility Plan**  
**Erdington Academy**  
**Part of Fairfax Multi-Academy Trust**  
**November 2024**

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<b>Ratified By:</b>	<b>Education Committee</b>
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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 SENCo 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	Code C= Curriculum E= Environment I = Information	Actions			Evidence (Success Criteria)	Timeframe
		What/How	Lead	Resources		
To identify 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 (Bedrock, 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.  NGRT data.	September DRA assessments completed and by November CAT scores analysed.  GL assessments reviewed.  DRA assessments redone if needed 6 months on.
	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 2024

<p>To continue to improve the access for students with <b>social, emotional and mental health</b> needs</p>	<p>C I</p>	<p>Following the successful completion of the ADHD award, to continue to build on teaching and learning strategies to support students with SEND in and out of the classroom.</p>	<p>I AP SEND and SEMH lead</p>	<p>CPD training.</p>	<p>SEMH students have appropriate learning plans and interventions identified. These are implemented in lessons and around school effectively.</p> <p>SEMH needs for students are met, enabling them to make progress as shown in lessons, through planning and behaviour reports.</p>	<p>Termly 2024-2025</p>
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To improve the access for students with <b>sensory/physical</b> 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 2024
		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 <b>SEND</b> 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 nonSEND students.	Termly reviewed