



Accessibility Plan
Erdington Academy
Part of Fairfax Multi-Academy Trust
November 2025

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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. KS3 AFW tests NGRT data. PASS testing 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 October SAT and any additional CAT scores analysed. 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 2025

To continue to improve the access for students with social, emotional and mental health needs	C I	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.	I AP SEND and SEMH lead	CPD training.	SEMH students have appropriate learning plans and interventions identified. These are implemented in lessons and around school effectively. SEMH needs for students are met, enabling them to make progress as shown in lessons, through planning and behaviour reports.	Termly 2025-2026
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To improve the access for students with sensory/physical needs	E I	To ensure the canteen remains accessible for all 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 2025
		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