

Accessibility Plan

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| School Name | Fortis Academy |  |  |
| Dates: From 1/2024 To | | 1/2027 | (3years – to be reviewed annually) |

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| Outcomes  for groups of children and young people | Accessibility  Planning Code  C- Curriculum  E- Environment  I- Information | Actions | |  | Evidence | Dates  (from and  to) |
| What/How | Lead | Resources |
| To improve the progress and participation for students with cognition and learning needs | Curriculum information | To monitor and embed the effectiveness of Fresh Start – measure impact. | SENCO | * Development   of data tracking system   * Time for data   to be analysed - Time for QA | * Annual audit   scores, termly reading and comprehension age measures (data).   * Students grades/levels of progress/attainment data. - Evidence of universal and SEND provision in lesson planning ad lesson observations/learning walks/work scrutiny. -   Progress of students who | On-going until January  2027        On-going until January  2027        On-going until January  2027 |
| To develop and introduce a whole staff CPD training programme for universal and SEND provision. | SENCO | * PSS hours   for  CPD   * Time to plan   and deliver to all staff through rolling programme of  CPD |
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|  |  | Introduce numeracy | SENCO | - Appropriate | access the specialised |  |
|  |  | based intervention, monitor and embed effectiveness. |  | teaching resources - Timetabling as required | maths intervention programme. | By  March 2024  (On- going until January 2027) |

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| To improve the progress and participation for students with communication and interaction needs | Curriculum  Environment  Information | To provide more structured intervention for students with social interaction needs. | TA’s PSS support | -Appropriate resources -Time  to run intervention group -PSS support | -Identified student’s attendance at social interaction group, reduced incidents of negative peer interaction. Successful integration of year 6 students into secondary school – parent and student feedback at parents evening, records of conversations.  - Evidence of planning for students with  Communication and interaction needs in lesson planning, observations/learning walks/work scrutiny. | On-going until  January  2027      Now and ongoing until January  2027 |
| Develop links with SLCN team to help support provision for pupils with SEND. | TA’s  SENCo | -Time to liaise with relevant external agencies |
| Identify training needs  of SEND staff  (Qualification for  ASD/SLCN). | SENCO | - Identify relevant qualification - Cost of qualification/cour se |
| To improve the progress and participation for students with social, emotional and mental health needs | Information | Audit current practice and provision in regard to SEMH and develop an action plan. | SENCO | -Time to audit SEMH provision | * Student   grades/levels/attainment data   * Identified students attendance at identified intervention * Reduced incidents of behaviour which negatively impacts learning, as recorded on go 4 schools | By March  2024            By  June 2024 |
| Identify appropriate SEMH support programme (Friends for life or equivalent). | Identify  members  of staff | * Funding for   training   * Release   time to complete training |
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| To improve the progress and participation for students with sensory/physical needs | Environment | Annually update markings (yellow) for both internal and external steps and edging. | Site  Manager | - Budget costs | * Evidence of physical changes to be noted within corridors and classrooms. * Evidence from contractors. * Meeting   notes/agenda for developmental plans for sixth-from/leisure centre. | By  June 2024 |
| Continue ongoing replacement of bulbs with LED lights in corridors and classrooms. | Site  Manager | - Budget costs |
| To discuss whether to consider the development of improved personal care facilities. | Site  Manager  SENCO | - Budget costs - Development plans of sixth form or Leisure  Centre |
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|  | Environment | Ensure Personal | SENCO | - Specialised | - Individualised plans for | By |
| To improve access  for pupils with  SEND |  | Emergency Evacuation Procedures are in place for all relevant young people. | VI and HI  Team | plans developed for HI and VI pupils -Time to complete plans | pupils to leave the school building in an emergency. | March 2024 |
|  | Environment | To establish links with | SENCO | - Time with | - Evidence of meeting | By March |
|  |  | site staff when new | Site | Site manger | notes/discussions. | 2024 |
|  |  | signage and building | Manager | - Time with |  |  |
|  |  | improvements are |  | leadership team - |  |  |
|  |  | being considered. |  | Budget costings |  |  |
|  | Communication | Develop job | SENCO, | - Time to | - Evidence of PM | On-going |
|  | Environment | descriptions, PM and | Assistant | develop and | targets | until 2027 |
|  | Information | use of TA standards to | Head | complete JD, PM | - Evidence of QA - |  |
|  |  | improve access for all. | Pastoral | and training. | Evidence of learning walks |  |
|  |  |  |  | - Time to | - JD/duties to be |  |
|  |  |  |  | complete learning walks, observations and | produced |  |
|  | Communication | Reconsider deployment | SENCO | - Time to | - Provision map | On-going |
|  | Environment | of TAs in classroom |  | complete | - Individual | until 2027 |
|  | Information | and to lead on |  | timetabling - | timetables - Positive |  |
|  |  | interventions. |  | Training needs | progress sand assessment |  |
|  |  |  |  | TA’s leading interventions | data of pupils with SEND. |  |