

School Name Fortis Academy

Dates: From 1/2024 **To** 1/2027 **(3years – to be reviewed annually)**

Accessibility Plan

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	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		On-going until January 2027

					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
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		Introduce numeracy based intervention, monitor and embed effectiveness.	SENCO	- Appropriate teaching resources - Timetabling as required	access the specialised 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	On-going 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/course	parents evening, records of conversations. - Evidence of planning for students with Communication and interaction needs in lesson planning, observations/learning walks/work scrutiny.	Now and ongoing until January 2027
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 2025
		Identify appropriate SEMH support programme (Friends for life or equivalent).	Identify members of staff	- Funding for training - Release time to complete training		

To improve access for pupils with SEND	Environment	Ensure Personal Emergency Evacuation Procedures are in place for all relevant young people.	SENCO VI and HI Team	- Specialised plans developed for HI and VI pupils -Time to complete plans	- Individualised plans for pupils to leave the school building in an emergency.	By March 2025
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	Communication Environment Information	Develop job descriptions, PM and use of TA standards to improve access for all.	SENCO, Assistant Head Pastoral	- Time to develop and complete JD, PM and training. - Time to complete learning walks, observations and	- Evidence of PM targets - Evidence of QA - Evidence of learning walks - JD/duties to be produced	On-going until 2027
	Communication Environment Information	Reconsider deployment of TAs in classroom and to lead on interventions.	SENCO	- Time to complete timetabling - Training needs TA's leading interventions	- Provision map Individual timetables - Positive progress sand assessment data of pupils with SEND.	On-going until 2027