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 January2027    On-going until January2027   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 January2027 |
| 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  |
|   |   |   |   |   |   |   |
|   | 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.   |    |