



# Accessibility Plan

**School Name** Great Barr Academy

**Dates: From** 3/2018 **To** 09/2021 **(3years – to be reviewed annually)**

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 the rising stars curriculum – measure impact.	SENCO Rising Stars lead	Development of data tracking system - Time for data to be analysed - Time for QA	<ul style="list-style-type: none"> <li>- Annual audit scores, termly reading and comprehension age measures (data).</li> <li>- Students grades/levels of progress/attainment data.</li> <li>- Evidence of universal and SEND provision in lesson planning and lesson observations/learning walks/work scrutiny.</li> <li>- Progress of students who access the specialised maths intervention programme.</li> </ul>	On-going until July 2021
		To monitor and embed the effectiveness of Fresh Start – measure impact.	SENCO Deputy SENCO	- Development of data tracking system - Time for data to be analysed - Time for QA		On-going until July 2021
		To develop and introduce a whole staff CPD training programme for universal and SEND provision.	SENCO Deputy SENCO	- PSS hours for CPD - Time to plan and deliver to all staff through rolling programme of CPD		On-going until July 2021
		Introduce numeracy based intervention, monitor and embed effectiveness.	SENCO Deputy SENCO	- Appropriate teaching resources - Timetabling as required		By September 2018 (On-going until July 2018)

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 on Bromcom. - 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 September 2021
		Develop links with SLCN team to help support provision for pupils with SEND.	TA's SLCN Lead	-Time to liaise with relevant external agencies		Now and ongoing until September 2018
		Identify training needs of SEND staff (Qualification for ASD/SLCN).	ASD Lead SENCO	- Identify relevant qualification - Cost of qualification/course		September 2019
To improve the progress and participation for students with social, emotional and mental health needs	Information	Use standard 7 to audit current practice and provision in regard to SEMH and develop an action plan.	SEMH lead Alongside SENCO and Deputy 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 Bromcom	By July 2018
		Identify appropriate EMH support programme (Friends for life or equivalent).	Identify members of staff	- Funding for training - Release time to complete training		By September 2018

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 (Andrew Godfrey)	- Budget costs	<ul style="list-style-type: none"> <li>- Evidence of physical changes to be noted within corridors and classrooms.</li> <li>- Evidence from contractors.</li> <li>- Meeting notes/agenda for developmental plans for sixth-form/leisure centre.</li> </ul>	By September 2018
		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	<ul style="list-style-type: none"> <li>- Budget costs</li> <li>- Development plans of Delhurst/sixth-form or Leisure Centre</li> </ul>		
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	<ul style="list-style-type: none"> <li>- Specialised plans developed for HI and VI pupils</li> <li>- Time to complete plans</li> </ul>	- Individualised plans for pupils to leave the school building in an emergency.	By September 2018
	Environment	To establish links with site staff when new signage and building improvements are being considered.	SENCO Site Manager	<ul style="list-style-type: none"> <li>- Time with Site manger</li> <li>- Time with leadership team</li> <li>- Budget costings</li> </ul>	- Evidence of meeting notes/discussions.	On-going until 2018

	Communication Environment Information	Develop job descriptions, PM and use of TA standards to improve access for all.	SENCO, Deputy SENCO Assistant Head Pastoral	<ul style="list-style-type: none"> <li>- Time to develop and complete JD, PM and training.</li> <li>- Time to complete learning walks, observations and</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of PM targets</li> <li>- Evidence of QA</li> <li>- Evidence of learning walks</li> <li>- JD/duties to be produced</li> </ul>	On-going until 2018
	Communication Environment Information	Reconsider deployment of TAs in classroom and to lead on interventions.	SENCO, Deputy SENCO	<ul style="list-style-type: none"> <li>- Time to complete timetabling</li> <li>- Training needs TA's leading interventions</li> </ul>	<ul style="list-style-type: none"> <li>- Provision map</li> <li>- Individual timetables</li> <li>- Positive progress sand assessment data of pupils with SEND.</li> </ul>	On-going until 2018