



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"> - 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 and lesson observations/learning walks/work scrutiny. - Progress of students who access the specialised maths intervention programme. | 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) |

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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 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 |
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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 (Andrew Godfrey) | - Budget costs | <ul style="list-style-type: none"> - Evidence of physical changes to be noted within corridors and classrooms. - Evidence from contractors. - Meeting notes/agenda for developmental plans for sixth-form/leisure centre. | 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"> - Budget costs - Development plans of Delhurst/sixth-form or Leisure Centre | | |
| 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"> - 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 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"> - Time with Site manager - Time with leadership team - Budget costings | - Evidence of meeting notes/discussions. | On-going until 2018 |

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| | 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"> - Time to develop and complete JD, PM and training. - Time to complete learning walks, observations and | <ul style="list-style-type: none"> - Evidence of PM targets - Evidence of QA - Evidence of learning walks - JD/duties to be produced | 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"> - Time to complete timetabling - Training needs TA's leading interventions | <ul style="list-style-type: none"> - Provision map - Individual timetables - Positive progress sand assessment data of pupils with SEND. | On-going until 2018 |