

Accessibility Action Plan May 2022 – May 2025

Appendix (1)

Key objectives	Established practice	Actions for 2022-2025	By whom and by when	
<p>➤ Increasing curriculum access for all pupils.</p> <p>School practitioners receive ongoing training in making their curriculum offer accessible to all pupils, and are aware of its importance. Summit Learning Trust will continue to seek and follow the advice of Local Authority services, such as those provided from Birmingham’s Access 2 Education (A2E) and of appropriate health professionals from the local NHS Trusts. It also covers the provision of specialist aids and equipment, which may assist pupils with SEN/D in accessing the curriculum.</p> <p>Accessibility planning and reasonable adjustments also cover; teaching and learning expectations and wider curriculum access including; the participation in after school clubs, leisure and cultural activities, school events and external visits for children / young people with SEN/D.</p>	<ul style="list-style-type: none"> All pupils have access to a broad, balanced, and ambitious curriculum. Quality assurance of curriculum access for pupils with SEND is carried out on a regular basis; learning visits, book looks, curriculum plan scrutiny meetings, with staff provided with feedback individually and/ or collectively. Use of Birmingham’s language, literacy and numeracy toolkits are used along with the Summit Learning Trust trackers to record the incremental steps of progress made by pupils working below age related expectations. Pupils have access to scaffold folders to aid their learning and word banks for specific genres. The lowest 20% readers are targeted through daily reading. All pupils access the accelerated reader programme. 	<ul style="list-style-type: none"> Monitoring and support is available to staff members to ensure pupils with SEND are accessing the curriculum and making progress from their accurately assessed starting point. Leaders to ensure staff (and embed expectations) refer to the continuum criteria when planning for pupils working significantly below ARE. Leaders to encourage staff use the criteria to set purposeful targets and accompanying tasks so that pupils can make progress from their individual starting points. Leaders to moderate data entries to ensure staff have captured progress with accuracy using books and intervention data to triangulate entries. 	<p>SENDCo Senior Leadership Team Maths lead English lead Early Reading</p> <p>Senior Leadership Team SENDCo Trust Education Improvement Team Teachers (peer to peer across the Trust) Pupil & School Support Services</p> <p>Class teachers SENDCO TAs</p>	<p>Ongoing teacher assessment</p> <p>Termly data entries</p> <p>Autumn / spring / summer term after each data capture</p>

	<ul style="list-style-type: none"> • Pupils with SEND have daily phonics interventions to target and close gaps to ensure they make good progress with their reading. • Pupils in Key stage 2 have access to fast-track phonics / Hornet/ word wasp / IDL. • Pupils with a speech and language delay have access to the Wellcomm programme delivered. This is externally supported by the Speech and Language Therapy Service. • Liaison with and input from a range of services including Pupil & School Support, Communication & Autism Team, Educational Psychology Service, Speech and Language Therapy, is sought to assess and support individual needs and provide advice to staff members regarding their approaches to high quality teaching and intervention. • Both generic and bespoke professional learning opportunities are regularly planned for i.e., precision teaching, scaffolding, mental health and wellbeing, medical training updates, principles of instruction, continuum usage, skilful questioning, 	<ul style="list-style-type: none"> • SENDCo to ensure recommendations made by outside agency specialists are implemented as guided and regularly reviewed so that evidence in support of the graduated approach can be robustly ascertained. Evidence to be collated and evidenced in individual pupil files. • Leaders and SENDCo to ensure professional learning is effectively enhancing classroom practice thereby increasing curriculum access for all pupils. 	<p>Phonics Lead Class teachers TAs Class teachers</p> <p>SENDCo Read, Write Inc Lead TAs</p> <p>SENDCo Subject leaders Class teachers /TA's SENDCo to liaise with specialist support services and class staff to ensure equipment is aiding learning and participation</p> <p>Class teachers TAs SENDCo Leaders</p>	<p>Daily Termly reviews</p> <p>Weekly Termly assessment</p> <p>Daily Half termly reviews</p> <p>To be delivered and reviewed on an individual pupil and intervention basis (as timely intervals) with external support and moderation from agencies.</p> <p>Ongoing calendar of professional learning</p>
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	<p>effective marking and feedback, maths curriculum, use of manipulatives.</p> <ul style="list-style-type: none"> Specialist aids / equipment are agreed and sourced through multi-disciplinary consultations and recommendations to improve / further access and participation. Parents / carers and the pupil are also consulted with at each stage to ensure suitability and appropriateness. All pupils have access to before and after school clubs, activities, trips and visits. Risk assessment forms are carried out and regularly reviewed on an individual basis to ensure pupils with physical / medical / SEMH needs can participate safely and appropriately in a wide range of learning and recreational activities. 	<ul style="list-style-type: none"> SENDCo to liaise with specialist support service and class teachers/TAs to monitor the effective use of aids/equipment used by individual pupils. Leaders to monitor and ensure extra-curricular offer applies to all pupils. Parent and pupil voice to be sought to ensure opportunities are accessible, and of interest and collaboratively planned for. Use of class Dojo to capture a larger audience. Risk assessment forms to be identified, completed and regularly reviewed for high needs pupils. The risk assessment process to be carried out on a timely and individually agreed basis to reflect current, emerging and future needs. Appropriate and effective use of traded school nurse services in collaboration 	<p>Class teacher SENDCo TAs Parents/carers pupil</p> <p>SLT Pastoral lead Office staff</p> <p>Teachers Leaders</p> <p>DDSL SENDCo Inclusion team Behaviour Lead</p>	<p>As and when required</p> <p>Half termly basis</p> <p>On an individual basis</p> <p>Fortnightly</p>
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		with core services to ensure individual pupil and school requirements are met.		
<p>➤ Improving the physical environment so that all pupils and other users can take better advantage of the educational facilities and services available.</p> <p>The school will take into account the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes, equipment, and greater accessible facilities and fittings.</p>	<ul style="list-style-type: none"> • PEEPS are in place for pupils with medical / SEMH / sensory needs. • Reasonable timetabling / changing facilities adjustments to be made on an individual needs basis to maximise participation, inclusion whilst maintaining safety. • Accessibility Audit carried out June 2023 -24 Review July 2024 -25 	<p>PEEPs / Care Plans continue to be reviewed in accordance to level of need. Shared and shared with relevant members of staff.</p> <p>Care plan / One Page Profiles to continue to reflect adjustments and provision required.</p> <p>Areas identified within the physical audit to be costed, planned for and actioned.</p>	<p>DDSL SENDCo Principal School Nurse Main office</p> <p>Inclusion team/Class Teachers and TAs</p> <p>SLT to liaise with estates team in prioritising work to be carried out in line with maintenance scheduled.</p>	<p>Reviewed on an individual basis</p> <p>Reviewed on an individual basis reviewed at least termly.</p> <p>Mind point review autumn term 2024/ spring 2025 / summer 2025.</p> <p>Accessibility Audit June 2024 and 2025.</p>

<p>➤ Improving the availability of accessible information.</p> <p>Improving the quality and delivery of written and auditory information to pupils, staff, parents/carers and visitors with SEN/D. Examples might include enlarged handouts, induction loop systems, picture timetables, voice activated software, Makaton, widgeo symbols, location of information about the school and school events. The academy is aware of and works with a range of services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.</p>	<p>The following channels of communication are used to communicate with parents / carers regarding their child and school events;</p> <ul style="list-style-type: none"> • Open door policy • Individual requests for appointments • Front of house staff - main office is open from 8:00am until 4pm • Daily meet and greet at the start and end of the school day • Class Dojo – School – Parent/Carer communication and rewards platform, including sharing of successes and celebratory videos (Friday Feeling). Able to be translated into home language. • Newsletters, letters and Curriculum Maps • Boom Reader electronic app completed by home and school • Celebration events and awards evening • Text messaging service for school updates • Reciprocal telephone contact • Enquiry email address / contact • X (Formally Twitter) page – regularly updated by SLT • Website updates with links to policies (able to be translated into home language) • Google translate • Interpretation support (from staff members) • Interpretation support (external service) • Parent / Carer Information Evening • Parent / Carer coffee mornings inclusion drop in sessions 	<p>To continue to review all channels of communication to ensure they are effective, accessible and valued by all stakeholders.</p> <p>Ensure relevant training and support is undertaken to ensure communication channels are accessible by all.</p>	<p>Leaders</p> <p>Leaders</p>	<p>Ongoing</p> <p>Ongoing</p>
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	<ul style="list-style-type: none"> • Consultations - face to face meetings with class teachers / key staff • Parent engagement workshops • Termly Progress Report and Annual school report (July) • Parent / Carer views – SEND review meetings • Duplicated correspondence to families with multiple guardianship / responsibility (available upon request) • Questionnaires / surveys – pupils, parents, staff • Parent governors • Home visits • Family support worker (through Children’s Trust) advocacy and mediation • Pastoral Lead support • Signposting and accompanying parents to other services • Parent Pay support • Open morning / transition events (Reception induction / secondary transfer) • Application support for reception and secondary placements • Makaton (EYFS) to accompany verbal language / communication • Online methods to communicate with stakeholders / parents and carers remotely i.e., Teams / Zoom <p>Teachers use the following methods to improve the quality and delivery of information presented to their pupils;</p> <ul style="list-style-type: none"> • Visual timetables • Widget / pictures / photographs / Clicker 	<p>Leaders to monitor and ensure delivery of information is effective and accessible.</p> <p>Research into additional software/apps to continue to aid</p>	<p>SENDCo and Leaders</p> <p>SENDCo</p>	<p>Ongoing and integrated with all monitoring cycles.</p> <p>Ongoing</p>
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	<ul style="list-style-type: none"> • Concrete examples / manipulatives/objects • Modelling (spoken) learning processes, expectations and vocabulary • Examples (pictorial) to illustrate expectations • Scaffolding to support written responses i.e., sentence starters, fill in missing blank, matching tasks, synonyms • Task management boards • Enlarged text • Conducive seating plans / pairings / groups / work-stations / outdoor play /inclusion room • Laptops / reading pens • Immersive reader • Additional adults (TA in class support) to modify both written and verbal language • EAL coordinator / strategies for EAL and newly arrived pupils • Pupil voice – School Council • Microsoft Teams • Language interventions led and overseen by a Speech and Language Therapist (SALT) • Individual resources/approaches recommended by external agencies. 	<p>learning with voice and reading activated functions.</p>	<p>Central IT Team Ed Tech lead Leaders</p> <p>Director of Inclusion and Director of Professional Learning.</p>	<p>2023-2025</p>
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