

Blackfriars Academy. Impact of the DES/AP 2015 – 18.

The purpose and direction of the schools plan: vision and values.	Increased knowledge and understanding of the need for differentiated teaching materials. Robust lesson monitoring ensures AFL is central to quality first teaching. Greater collaborative working within the Multi Academy Trust. PM targets driving collaboration within the Academy. INSET planned for whole MAT. Joint MAT leadership team drive programme of collaborative monitoring to ensure improvement in standards and improve outcomes for all students.
Information from pupil data and school audit.	88.4% + attendance (but increases to 90% when student absences for those with highly complex medical needs are removed) . Ofsted graded Blackfriars as ‘outstanding’ in all categories. All staff are SCIPr trained and refreshers are held annually. Staff successfully using positive behaviour strategies. School Council very active and involved in positive planning.
Views of those involved in developing the plan.	Positive feedback from a range of stakeholders to be found in school’s “Visitors Comments Book.” Chair of Academy Council has knowledge & understanding of the DES/AP.
Increasing the participation of disabled pupils in the curriculum.	New accreditation routes for all students is increasing breadth, choice and level of participation for all students. Use of inter MAT accreditation, staff support and facilities increasing choice and participation. Staff appointed across MAT resulting in higher attainment in some subjects. All classes have IWB, access to signing and symbol software. Students have individual support as necessary. 1:1 staffing is in place where appropriate to support individuals. Increasing the numbers of staff minibus drivers and dedicated driver. Improved vocational timetable. Appropriate home learning is set for ALL students and communicated to parents. Pupils unable to attend school have dedicated Flexible Programme
Improving the physical environment of the school	Décor changes to school on ongoing rolling programme. Canopies installed on playground field for shelter.
Improving the access to printed information to those with a disability	Communicate in Print software on teachers’ laptops and classroom machines. DVD about school, playing in entrance. TEXT messaging to parents as part of SIMs. Symbolic letter to parents unable to attend parents evenings. Whole school training on reading and phonics. IWBs in all rooms.

4) DES/AP action plan Dec 2015 - 2018

Aims

- a) To further increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

Action	Success criteria	Lead person	Timescale	Monitoring
Further develop systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parents and advocates	Data collected on annual parent/carer questionnaire. Publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.	Head of Academy Deputy Head of Academy	2015 -18	MAT to monitor termly/annually as appropriate
Further develop systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services.	Positive outcomes from termly data analysis of student progress, cohort review and positive behaviour data will evidence that no cohort is being disadvantaged. Analysis of educational visits and residential activities reveal no disadvantage	Head of Academy Deputy Head of Academy Data Manager	Termly 2015 -18	Annual monitoring and benchmarked against other MAT academies
Further develop systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to Academy Council/governors	Improved data analysis of different Cohorts benchmarked against transition matrices and across the MAT. School analysis will identify that pupils are making expected progress or better than expected	Heads of Academy Deputy Head of Academy Data Manager	Termly 2015 -18	Termly monitoring benchmarked across MAT
Publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.	Newsletter to report on DES/AP with an annual review posted on the Academy's website	Head of Academy Deputy Head of Academy Data Manager	2015 -18	Reports in Newsletter published.

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Action	Success criteria	Lead person	timescale	Monitoring
Increase knowledge of disability and disability legislation of leadership teams and SET board members in order to facilitate the raising of the awareness all staff	Knowledge of new SEND code of practice training attended and disseminated across all Coppice staff and SET board.	Head of Academy	Summer 2015/Autumn 2016	All staff aware of current legislation
Undertake audit of SET MAT policies and procedures to establish baseline of present level of disability discrimination across MAT	All policies in line with MAT expectations, disseminated to all employees and SET board.	Heads of Academy	Spring 2015	Policies in place.
Develop evidence informed practice by engagement with EBT – hubs around disabilities	Staff and parents are better informed by research evidence	JO & Head of Academy (Teaching school initiative)	Summer 2016	Teaching school

Action	Success criteria	Lead person	timescale	Monitoring
Agree targets in three key areas and ensure that these are included within the School Improvement Plan and that resources are identified to ensure their implementation	Targets agreed and implemented.	Executive Headteacher	Ongoing annually	SIP a live document and updated/reported regularly.

<p>Increase access to the curriculum by:</p> <ul style="list-style-type: none"> • Reviewing all external accreditation and widen the range of suitable programmes of study in all curriculum areas for each key stage • Introduce DR ICE into all class within school • Link with other educational establishments to share resources/expertise 	<p>Appoint KS3/KS4 leads for The Coppice and cross Mat appointment for KS4</p> <p>Overhaul curriculum in light of new KS3 curriculum and ensure broad and balanced</p> <p>PM target for all staff</p> <p>Establish a MAT Wednesday for vocational BTECS across 4 sites and review progress</p>	<p>Executive Headteacher Head of Academy</p> <p>Deputy Head of Academy</p> <p>KS3/KS4 leads</p> <p>MAT leadership team</p> <p>ICT team</p> <p>Head of KS3</p> <p>Head of Academy</p> <p>School council</p> <p>Head of Academy</p> <p>MAT lead on Dr Ice / WRL</p>	<p>Autumn 2014</p> <p>Termly and ongoing</p> <p>Summer 2015 onwards</p> <p>Autumn 2015 onwards</p> <p>Spring 2015</p> <p>2017</p> <p>Summer 2015</p> <p>Autumn 2014</p> <p>Summer 2014</p> <p>Autumn 2015</p>	<p>Student accreditation rises</p> <p>Continue to have ‘outstanding’ behaviour</p> <p>Behaviour standards rise</p> <p>Mat programmes of study successful</p> <p>Use of RWG for some students</p> <p>Full DFS gained</p> <p>Pet being looked after</p> <p>Equipment being used.</p> <p>All students have choice of WRL</p>
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Action	Success criteria	Lead person	Timescale	Monitoring
Increase access to the physical environment by: <ul style="list-style-type: none"> • Developing bids to bring all teaching spaces into one building • Rolling programme of refurbishment to classrooms to enhance sound/light quality of space • Develop cross MAT opportunities for option choices 	Leadership team communicate to bid writer and bids are successful	Shaw Trust bid writer and Leadership team	2018	Ongoing!
	All classrooms and corridors are enhanced on rolling 3 – 5 year programme	Admin team	2014 – 18	Annual audit
	ALL students to have equality of access to options	Shaw Trust employees and Leadership team	2015-18	Ongoing!

Action	Success criteria	Lead person	Timescale	Monitoring
Increase access to written materials by:	All students are able to access curriculum	Leadership team	Ongoing	

<ul style="list-style-type: none"> • Ensuring written material matches student reading levels • Use of symbols and signs is suitable for individual students • Further develop use of Read Write Gold • Access arrangements applied for if/when necessary • Check readability of school Website • Check readability of Newsletters • Provide newsletters in alternative formats • Ensure parents know how to access written material in appropriate language • Ensure translation information on website • Use interpreters where necessary in school • Ensure school displays are interactive and accessible 	<p>Audit of student need and staff training</p> <p>Students accessing RWG as necessary All students have access arrangements in place School website is accessible for all</p> <p>Newsletters are accessible</p> <p>Website signposts parents successfully</p> <p>Meetings are successful</p> <p>Displays are meaningful to all</p>	<p>Deputy Head of Academy ICT team Exam officer</p> <p>ICT team</p> <p>Head of Academy and ICT team ICT team</p> <p>Head of Academy</p> <p>Deputy head of Academy</p>	<p>Summer 2016</p> <p>Autumn 2015</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p>	