

Blackfriars Academy. Impact of the DES/AP 2022-2024

Part 2

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 SET. Joint SET 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 develop and successfully use Positive Relationship Support Plans. 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. Staff support and facilities increasing choice and participation. 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 minibs drivers and dedicated driver. Appropriate home learning is set for ALL students and communicated to parents and carers. Pupils unable to attend school have dedicated Flexible Programme. Appointment of 'Equalities Officer' to support and challenge staff.
Improving the physical environment of the school	Décor changes to school on ongoing rolling programme. Canopies installed on playground for shelter. Development of accessible land based studies area. Development of small animal care area.
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. Letter to parents unable to attend parents evenings. Whole school training on reading and phonics. IWBs in all rooms. All students have an Ipad. The use of showbie.

Review of previous DES/AP action plan December 2020-2022

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	Monitoring	Impact
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.	Principal Vice Principal	SET to monitor termly/annually as appropriate	86% of parents said that they felt that their child's individual needs were well supported by the school.
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 relationship data will evidence that no cohort is being disadvantaged. Analysis of educational visits and residential activities reveal no disadvantage	Principal Vice Principal Data Manager	Annual monitoring and benchmarked against other SET academies	Progress in this area has been prioritised during Lock-down – food parcels delivered to Pupil Premium families. 30 laptops successfully bid for to support home learning. Prior to lock-down, analysis of data revealed that our PP students out-performed non-PP students. Access to residential supported by funding

				from PP pot. Most school visits free, but where cost is prohibitive, visit paid for by school
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 SET. School analysis will identify that pupils are making expected progress or better than expected	Principal Vice Principal Data Manager	Termly monitoring benchmarked across SET	All cohorts' data is analysed and no under-performance of a cohort has been identified – data is bench-marked against other SET schools by SET Data lead. Performance of Immersive Pathway students is particularly strong
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	Principal Vice Principal Data Manager	Reports in Newsletter published.	In BAC 2020

DES/AP action plan December 2022 – 24

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Action	Success criteria	Lead person	timescale	Monitoring
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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 2020 SEND code of practice training attended and disseminated across all staff and SET board.	Principal	Summer 2020/Autumn 2020-2021	All staff aware of current legislation
Undertake audit of SET policies and procedures to establish baseline of present level of inclusion	All policies in line with SET expectations, disseminated to all employees and SET board.	Principal	Spring 2020	Policies in place.
Develop evidence informed practice by engagement	Staff and parents are better informed by research evidence	Teaching School Director and Principal	Summer 2020-2021	Teaching school

Action	Success criteria	Lead person	timescale	Monitoring
Agree targets in three key areas and ensure that these are included within the School Development Plan and that resources are identified to ensure their implementation Increase access to the curriculum by: <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 	Targets agreed and implemented.	Principal	Ongoing annually	SDP a live document and updated/reported regularly.
	Overhaul curriculum in light of new KS3 curriculum and ensure broad and balanced offer across all 3 pathways	Principal	Autumn 2021	Student accreditation rises
	PM target for all staff	Principal	Termly and ongoing	Continue to have 'outstanding' behaviour

		Leadership Leadership team	Summer 2020 onwards	Behaviour standards rise
			Autumn 2020 onwards	SET programmes of study successful
		ICT team		
		Principal	Spring 2020 2021	Use of RWG for some students
		School council	Summer 2020	Full DFS gained
		Principal	Autumn 2021	Pet being looked after
		Leadership	Summer 2020	Equipment being used.
			Autumn 2020	All students have choice of WRL

Action	Success criteria	Lead person	Timescale	Monitoring
Increase access to the physical		Leadership team	2021	Ongoing!

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 further fully accessible area outside post 16/ cookery and Science 	<p>Leadership team communicate to bid writer and bids are successful</p> <p>All classrooms and corridors are enhanced on rolling 3 – 5 year programme</p> <p>ALL students to have equality of access to options</p>	<p>Admin team</p> <p>Leadership team</p>	<p>2020 – 2022</p> <p>2020-2022</p>	<p>Annual audit</p> <p>Ongoing! Achieved ?</p>

Action	Success criteria	Lead person	Timescale	Monitoring
Increase access to written materials by: <ul style="list-style-type: none"> • Ensuring written material matches student reading levels • Use of symbols and signs is suitable for individual students • PODD/ Grid 3 • Further develop use of Read Write Gold • Access arrangements applied for if/when necessary • Check readability of school Website • Check readability of 	<p>All students are able to access curriculum</p> <p>Audit of student need and staff training</p> <p>Students accessing RWG as necessary</p> <p>All students have access arrangements in place</p> <p>School website is accessible for all</p> <p>Newsletters are accessible</p> <p>Website signposts parents successfully</p>	<p>Leadership team</p> <p>Vice Principal ICT team Exam officer ICT team Principal and ICT team ICT team</p>	<p>Ongoing</p> <p>Summer 2020-2021</p> <p>Autumn 2020</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p>	

Newsletters <ul style="list-style-type: none"> • 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 • Development of use of Showbie for Pupils and home/school liaison. 	<p>Meetings are successful</p> <p>Displays are meaningful to all</p>	<p>Principal</p> <p>Vice Principal</p>	<p>Ongoing</p> <p>Termly</p>	