

The Canterbury Academy Trust

Schools for all the Talents



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Document owner	Mrs V Butler and Mrs B Farrell
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The Canterbury Academy Trust Access plan from 2021/22

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	Improve differentiation & inclusive attitudes	<p>Review baseline data for staff – mainstream core standards applied in all classrooms</p> <p>Review class analysis documents to focus on strategy for supporting learners</p> <p>Lesson observations / student voicing</p> <p>Reasonable adjustments made for individuals</p> <p>HCP for learners, information available on SIMS for all staff, updates will be disseminated to staff</p> <p>Personalised evacuation plans</p>	Learners of all needs will access the learning	On-going/Yearly	<p>Staff training at start of academic year – development days</p> <p>SEN handbook</p> <p>Observations by SEN team of learners & support in lessons</p> <p>Personalised Evacuation plans for individuals</p>

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Short Term	Funding revenues to meet the needs of all learners is accurate and claimed appropriately.	<p>Training to complete HNF claims is in place for staff across the trust.</p> <p>SEN team to review HNF across the trust</p> <p>LIFT executive to discuss issues with HNF</p>	Funding is claimed and learners benefit from interventions implemented.	3x a year HNF review across the trust	<p>HNF claims approved</p> <p>Interventions in place to support all learners</p>
Medium Term	Improve the range of support for learners needs across the academy	<p>SEN review to determine the gaps in the support for learners</p> <p>Review of the provision map to demonstrate how effectively the learners are being supported</p> <p>Bespoke training for staff to target identified skills</p>	<p>Provision plans to demonstrate the reviewed support</p> <p>Assessments and training updated across the trust for all SEN /SRBP/intervention staff.</p> <p>Whole Trust training for class based interventions and strategies to meet the</p>	3 x year	<p>Staff are able to plan for and support pupils specifically with ASD.</p> <p>Staff are able to support the needs of learners with health needs.</p>

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		Alter approaches to learners support	needs of all pupils (ASD/Speech and Language. Communication)		
Long Term	<p>As areas of the school is improved or changed; the school will improve access to entrances & exits, toilets, and hand rails around the school</p> <p>The Hearing Impaired provision Centre is added to the provision and the SEN / SRP S&L area is redesigned</p> <p>An area wide SRBP steering group provides a coordinated approach to SEN needs.</p>	<p>Plans for improvements to take into consideration the cohort of learners and potential learners for future years; 6th form high needs group,</p> <p>Work collaboratively with KCC to build, staff and prepare the trust for the opening of the Hearing Impaired Provision in Sept 2022.</p> <p>Working with KCC and SEN specialist from a range of settings (primary, secondary, special and SRBP's) to</p>	<p>Learners of all needs will be able to access the facilities & courses in the school</p> <p>Learners from the provisions across the trust would have a suitable pathway for their education.</p> <p>The provisions are 'full.'</p>	<p>2021-22</p> <p>Jan 2021</p>	<p>Hearing Impaired provision opens in Sept 2022</p> <p>Pupils from within the Trust to have places within the provision initially.</p> <p>A lead HI is appointed and</p>

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		streamline SEN approach in the area.	Collaborative working across the SRBP's in the area strengthening the provision for learners in Canterbury and Kent.	Ongoing	<p>the provision is staffed appropriately.</p> <p>Requests for places at the provision are regular. Observation visits are always undertaken by the lead teacher to ensure they meet the criteria.</p> <p>Innovation steering group is established with 3 other schools. Official steering groups in place for CPS and CA.</p>

Reference Equality Act and schools 2010

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

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