

1. Increasing Curriculum Access for All Learners

Established Practice	Actions for 2025-2026	By Whom	By When
School practitioners receive ongoing training in making their curriculum accessible to all learners. Curriculum planning aligned across Trust secondary schools, reviewed by subject leads.	Continue to adapt curriculum to ensure SEND learners can fully access and succeed – scaffolding for challenge and recognise	All colleagues	Ongoing and reviewed through QA
Summit Learning Trust seeks advice from LA services (Birmingham's A2E, Solihull's SISS) and NHS professionals	Inclusion Team colleagues to attend Co-production CPD; NQP SENCO; and other training as it arises. Level 5 Apprenticeships to be offered to TAs.	MSHA MLY AAF SAK SCHO	PD calendared events July
All learners receive broad, rich, balanced curriculum considering starting points, support, challenge, and aspirational targets	Rigorously monitor data for SEND learners/outcomes – evaluating impact of curriculum design	All subject leads	Ongoing, monitored termly
RB learners study bespoke curriculum with AQQ Unit awards to supplement GCSE courses, including Functional Skills (Pearson)	Teacher of SEND to take RB KS3 Maths and English lessons to ensure collegiality and single point of focus.	SMA/AWE	Ongoing and reviewed via faculty line management meetings
	Remind colleagues to refer to continuum criteria when planning for learners significantly below ARE	CGU/AWE	Faculty Line Management meetings

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Targets set in line with aspirational expectations following thorough KS3 tracking			at least half termly; colleague PMR
Birmingham's literacy and numeracy toolkits (continuums) used at KS3 with Summit Learning Trust trackers	Direct colleagues to regularly use criteria to set purposeful targets so learners make progress from individual starting points	SMA/AWE	Ongoing
	English and Maths teams to moderate continuum data entries to ensure accuracy using books and intervention data	English and maths teachers/leads	During monitoring cycles
Undertake SEND Clinics on a weekly basis	Continue to conduct evidence-informed SEND Clinics using assistive technology to ensure greater engagement	Network of Excellence, SENDCo & agencies	Via departmental planning sessions, ongoing
Liaison with external services (Learners and School Support, Communication and Autism Team, Educational Psychology, SALT) for individual assessments	Recommendations from outside agency specialists to be implemented and regularly reviewed for graduated approach evidence	Strategic SEND Lead, AAF (with SALT); SCHO (OT); LTU; ECAB (PSS), KNEW (PSS)	Ongoing on rolling programme
Number of Inclusion Team initiatives at lunchtime and after school, including external visits	Recommendations to continue to be available to staff on One Page Profiles and Arbor Regular team reviews of provision	Trip Co-ordinator	End of half terms
Whole school initiatives monitored to ensure SEND pupils included on proportionate basis	Continue to ensure that engagement of SEND learners is line with representation in academy as a whole.	Strategic SEND Lead; AP Personal Development	End of half terms

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Learner voice collected with increasing regularity, SEND learners prioritised and DLP transition strategies followed in Year 7. SEND learners supported the LA with their Ofsted inspection	Publish calendar of Learner Voice opportunities and deploy a TA to oversee this.	SLT, Strategic SEND Lead	Ongoing (at least one data capture per half term)
Quality assurance via learning visits, book looks, learner voice/leadership with feedback and CPD planning	Strategic SEND Lead to be involved with all internal CARs	Strategic SEND Lead	Ongoing
KS3: Core subjects and MFL grouped by ability/baseline testing; creative subjects mixed ability	Continue to rigorously monitor tracking on book looks and learner voice	Subject leads	Ongoing
Schemes of work designed to support/challenge from starting points with inclusion team guidance	Continue to collate feedback from learning walks	DFR/SLT	Two-week QA cycle
Year 7 reading abilities assessed using Hodder Reading Tests, results shared with staff	Produce actionable SMART plan based on reading data to improve learner outcomes	UKA	Autumn 2 (testing in Autumn 1)
Literacy strategy being designed for Spring implementation with targeted/specialist interventions	Impact of ICT access to be monitored (IDL, Nessy Fingers, reading pens, widget)	ECAB	Spring 1
KS4: Core subjects grouped by ability, mixed ability for options; KS4 learners follow pathway conducive to interests	Continue to follow data-informed approach to groupings with adaptations as required	CGU	Ongoing

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and ability (Cambridge nationals, EBACC available to all)			
Option process runs February-April with information/consultation for learners and parents; EHCP learners get careers advice from Year 9	Monitor take-up of more vocational pathway and EBACC by SEND learners	CGU, AWE, AOD	Spring 2
Every teacher has data-driven seating plan and learner profiles with contextualised information on micro-adaptations required by learners	CPD provided in Autumn 1 and overcommunicated in Thursday briefings throughout the year	Strategic SEND Lead	Ongoing adaptations assessed in half-termly QA Cycles
All SEND learners invited to after school clubs, activities, trips, visits	Monitor engagement data for SEND learners	AFE SBE MCO	Ongoing
Breakfast, break, and lunch time club in Inclusion area for structured, supervised social space	Monitor engagement data for SEND learners	Strategic SEND Lead, LTU	Ongoing, reported half termly
Homework club available in library on a Monday. KS4 TAs to support Period 5. LSU available for EHCP learners to do homework at lunch.	Continue to signpost learners who need additional support.	Inclusion Team, Pastoral Teams	Ongoing, reported half termly
Strategic SEND Lead reminds staff of small cohort requiring homework allowances through negotiables and non-negotiables	Learner profiles updated as needed with relevant up to date information	Strategic SEND Lead	Ongoing

Established Practice	Actions for 2025-2026	By Whom	By When
Exam access arrangements for internal/external examinations; 1 qualified assessor for JCQ assessments	Upskill colleagues to ensure proactive succession planning	KNEW AKA AAF ECAB	Autumn 1 and ongoing
Resource Base: Cognition & Learning RB LA funded for 45 learners	Secure optimum funding; ensure full capacity in all year groups; continue to have specialist Year 7 Transition Tutor; chase up any funding not received; engage RB-adjacent learners with RB work	Strategic SEND Lead AWE MLY	Consults within 15 days of receipt (In-Year); Consults returned in line with LA admissions processes (and extensions by request as required)

2. Improving Physical Environment

Established Practice	Actions for 2025-2026	By Whom	By When
School takes into account needs of learners with physical difficulties and sensory impairments when planning future improvements and refurbishments	Ensure provision in all PDSS recommendations are in place.	Strategic SEND Lead, LTU	Ongoing
Timetabling adjustments considered on individual needs basis for learners with health/medical needs (in consultation with young person, parents, staff, and external professionals)	Continue to use LSU for short term mobility challenges; with timetables re-roomed when prognosis suggests more long-term need. Continue to look for reasonable adjustments (Habituation, LSU, additional support) as an alternative to part-time timetables	Referral Panel	Weekly

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Completed accessibility audit to review accessibility across school	Complete in September and follow-up actions required	Trust Deputy Inclusion Director, Strategic SEND Lead, LTU	End of Autumn 2
Expansion of Inclusion area to include 103 as additional Maths class	Ensure displays adapted for learners behind ARE in Maths	SMA	September 2025
LSU furnished with sofa, workstations and sensory tent	Declutter and decorate	MSH	Easter 2026
Standing Desks and Workstations provided	Provide lecterns for colleagues Provide alternative seating as required by EHCPs	Strategic SEND Lead Maths Team	Ongoing
More SEND learners are using outside areas (Science Quad)	Develop Outdoor Education provision including Forest School Space through DLP Funding	MLY	July 2026
Summer School and HAL lessons have increasingly responsive and accessible practice	Create a programme of ‘paralympic’ activities that we can promote and sell to provide an income stream for the academy and professional development for colleagues (as well as improved engagement for learners)	LHE/AWE	July 2026
Challenge provided to LA when Travel Assist applications fail	Continue to provide robust challenge to Travel Assist Continue to provide support with applications	AWE LTU	Ongoing Feb 2026 onwards

3. Improving Availability of Accessible Information

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<p>Communication Channels with Parents/Carers: Social Media Welcoming Reception Duty Colleagues in hi-vis Translation Services Support from TAs (first point of contact) Edurio Survey</p>	<ol style="list-style-type: none"> 1. Gather feedback on current practice 2. CPD for colleagues in supporting parents 3. Maintain social media presence proactively sharing schedule with SLT 	<ol style="list-style-type: none"> 1. AHU via Edurio 2. Strategic SEND Lead 3. CHA 	Ongoing
<p>Audit of colleagues' spoken languages undertaken and translation support provided as required.</p>	<p>Translation support provided in Urdu, Arabic, Somali and Romanian to continue.</p> <p>SMA and MIS to attend Makaton training</p>	<p>Various colleagues</p> <p>SMA, MIS</p>	<p>Ongoing</p> <p>Aut 2</p>
<p>SALT provide DLD training; drop-in consultation; and support for colleagues in enhancing their communication with learners.</p>	<p>At least two more SALT focused SEND Clinics in 2026</p>	<p>SALT</p>	<p>Summer 2</p>
<p>Ninestiles host DLD and Me Day with wider SALT Team</p>	<p>Two sessions to take place during Autumn 2</p>	<p>SALT</p>	<p>December 2025</p>
<p>CPD has begun to focus on Accessibility by Design</p>	<p>TAs to provide daily live feedback on quality of resourcing</p>	<p>TAs</p>	<p>Ongoing (data reviewed half termly)</p>
<p>Communication Friendly Setting Audit took place in 2022</p>	<p>CFS audit to be retaken</p>	<p>SALT</p>	<p>Spring 1</p>
<p>Some use of widgets and assistive technology</p>	<p>Colleagues to visit Communicate 2 U and provide communications training to learners and Inclusion Team</p>	<p>SKA, SCHO, AAF</p>	<p>Spring 2</p>

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Word Hoards created	Word Hoards to be used as pre-tutoring for all learners with EHCPs or Cognition & Learning needs	TAs Classroom Teachers	Ongoing
Transition Work is effective	Undertake and publish research into the influence of peer networks in our MAT for secondary transition	AWE	July 2026
Parent Workshops have been undertaken related to Basecamp and welfare	An enhanced and marketable programme of personal development for parents and families that supports their growth and relationships including support for ADHD and Emotion Coaching to be embedded	AWE/MLY	July 2026