

Southmoor Academy



ACCESSIBILITY PLAN

This Accessibility Plan is divided into four sections:

- Section 1: Access to the Curriculum – for students
- Section 2: Access to Pastoral Support – for staff, parents and students
- Section 3: Site Accessibility – for staff, parents, students and the community
- Section 4: Access to Information – for staff, parents, students and the community

The Accessibility Plan details policies and initiatives, how these are monitored, reviewed / evaluated, and how these evaluations are developed and embedded into academy systems and practice.

The Accessibility Plan encompasses policies and development plans, implemented and monitored by a range of staff, the senior leadership team and the Governing Body.

Last review date: 07.02.23

Person responsible: Headteacher

Section 1: Access to the Curriculum

This section of the Accessibility Plan is monitored by the Headteacher, who monitors the curriculum area review and improvement plans. Aspects of the curriculum are also managed by the Director of Sixth Form.

Pupils across the Key Stages have an appropriate, differentiated and personalised curriculum to meet their needs. The following documents/policies support this aim:

- School Improvement Plan
- Curriculum Area Review and Improvement Plans
- Teaching and Learning Policy
- Special Education & Inclusion Policy
- Medication in Schools Policy

Principal features of Southmoor Academy provision are:

- Within curriculum areas, curriculum leaders/subject leaders monitor pupils' progress, which is overseen by the Deputy Head (Quality of Education).
- Pupils classified as 'Pupil Premium' are identified, and their progress is tracked and supported by curriculum areas, year leaders and key members of the Leadership Team.
- Pupil attendance is monitored by the Attendance Manager at a weekly meeting with the Deputy Head (Pastoral) and the Attendance Manager.
- At Key Stage 3 pupils are usually taught in groups according to ability/aptitude, with higher and foundation ability groupings. The composition of the groups is determined (from Key Stage 2 information and other internal standardised testing) during Year 7 and at interim points throughout the key stage.
- At Key Stage 4 (Years 10-11) pupils are taught according to ability/aptitude in English; mathematics and science, with broad setting/banding in the option subjects.
- There are guided choices and 1:1 independent Careers Education, Information and Guidance (CEIAG) support for Year 9 pupils choosing Key Stage 4 courses, in collaboration with curriculum leaders pupils, parents, teaching staff, learning support staff, and year leaders.
- At Key Stage 4 the curriculum is increasingly personalised. All pupils in Year 10 and Year 11 study four options at GCSE, in addition to core subjects (English, Maths, Science, Core PE and Personal Development). Pupils are guided to make choices from a range of academic and vocational qualifications. Some pupils identified at working significantly above the expected ability range follow the English Baccalaureate pathway which consists of English; mathematics; two sciences; a humanities and a modern foreign language plus three option subjects. Some pupils may be exempt from languages and/or humanities depending on their needs.
- As standard, science offers GCSE Combined Science or separate sciences. GCSE pupils in Years 10 and 11 follow AQA Combined Science (2 GCSEs) or separate GCSEs in Biology, Chemistry and Physics. At KS3 students follow a 3-year Programme of Study covering all aspects of Science.
- The most able students are identified by prior attainment data, and by subject teachers. Curriculum development, enrichment and extension activities made available to them in addition to a programme of support, mentoring and intervention.
- Data from primary schools, reading and spelling tests informs differentiated mainstream classroom teaching and learning support interventions. Together with information from parents, pupils and professionals.
- Learning Support interventions at Key Stage 3 are informed by KS2 information; reading and spelling tests and standardised progress tests in English and maths.

- There is small group teaching for literacy; and reading and spelling boost interventions for specifically identified and monitored students.
- There are various learning support interventions at KS3 and KS4 to provide a differentiated and appropriate curriculum for identified students. These include support from learning support assistants in key lessons, early morning reading programme; 1:1 literacy and numeracy catch-up support.
- Full-time education in classes with additional help, support and/or periods of withdrawal to work with Learning Support staff on a 1:1 basis or in small groups.
- Small group work to address issues such as anger management, poor social skills, low self-esteem.
- 1:1 Learning Mentor support when required targeting identified pupils to address issues that includes bereavement, bullying, low self-esteem, difficult home circumstances, poor attendance etc.
- The Pupil Support Centre (PSC) provides help and assistance for vulnerable pupils in a classroom setting.
- The Pupil Support Centre manage sections of the curriculum for identified students (usually short-term interventions, but for a very few there can be longer-term interventions) including school-refusers, students returning from school after medical absence, or who are on part time timetables due to documented medical reasons or long-term absence.
- Additional tuition for pupils with EAL on an individual or small group basis.
- Intervention for identified underachieving pupils – particularly in core subjects at Key Stage 4
- Specialist provision from the relevant outside agencies
- Pastoral Leaders monitor and mentor those pupils whose attendance gives cause for concern
- Appropriate exam concessions secured for pupils fitting the required criteria
- Academic and pastoral support given from progress mentors and through the tutorial system in the Sixth Form
- Students with medical needs, unable to access school full-time, are supported by the home tutoring through the local authority provision dependent on medical evidence.
- Throughout KS4, and selectively for KS3 students, through whole school data and Learning Support specialist testing, students are identified for Access Arrangements (exam concessions).

Access Arrangements

- Access arrangements for pupils for internal and external examinations are made on the basis of an individual pupil's needs.
- The, SENDco, fully supported by teaching staff and members of the senior leadership team, leads on the access arrangements process for external and internal examinations within the academy.
- The Headteacher will ensure that all pupils' needs are assessed by a suitably qualified access arrangements assessor and ensure that they have the required level of competence and training.
- Teaching staff and members of the senior leadership team support the SENDco in determining and implementing appropriate access arrangements for identified pupils.
- Where appropriate, the SENDCo will work with specialist advisory teachers and medical professionals.
- A fully qualified Access Arrangements Assessor will be the in-house designated assessor under the guidance of the SENDCo and will assess pupils, process applications on-line and hold the evidence.

- The SENDCo and Access Arrangements Assessor will work with teaching staff to identify the most appropriate published format of modified papers which enables pupils to access their examinations.

Section 2: Access to Pastoral Support

The lead staff monitoring this section of the Accessibility Plan are the Assistant Head's for Personal Development, Communication & Engagement and Pupil Behaviour & Attitudes, Trust SENDCO, Director of PHSCE, Director of Sixth Form and the Trust Careers Advisor, working with the wider Pastoral and Learning Support Teams. Outside professionals, such as Educational Psychologists, the School Nursing Team and Child & Adolescent Mental Health Service (CAMHS), contribute additionally to this work, as well as Together for Children and Sunderland Safeguarding Children's Board.

Students across Key Stages 3-5, have access to appropriate pastoral support dependent on their age and specific needs.

The Academy's various separate policies contribute to supporting these aims as follows:

- Attendance Policy
- Behaviour Management Policy
- Careers Policy
- Safeguarding & Child Protection Policy
- Drugs Policy
- E-safety Policy
- Keeping Children Safe in Education (DFE guidance)
- Medication in Schools Policy
- Mental Health & Wellbeing Policy
- Peer on Peer Abuse Policy
- Relationship and Sex Education (RSE), Health Education and PSHCE policy
- Positive Handling Policy
- Special Education & Inclusion Policy
- Tackling Extremism & Radicalisation Policy

The principle features of Southmoor Academy are:

- Up to two designated child protection professionals are on site, with developed links to Together for Children and Sunderland Safeguarding Children's Board.
- Cared for Children are identified and supported by a designated member of the Learning Support Team, with additional links to Local Authority professionals.
- Children classified as 'Pupil Premium' are identified and their academic progress tracked and supported by Curriculum Leaders and the Senior Leadership Team.
- Children who act as 'Young Carers' are identified and have the support of a designated member of the Learning Support Team.
- Individual Behaviour Plans, Risk Assessments and Pastoral Support Plans are in place to monitor and support identified students.
- The internal inclusion and reset rooms support pupils exhibiting extreme or repeated unacceptable behaviour, through periods of internal exclusion and behaviour mentoring.
- The Bridge Provides on site alternative provision for those students whose learning needs can not be met in mainstream, but who do not yet qualify for specialist support.

- The school works closely with outside agencies from Health, Social Care and the Police to support pupils and families engaging in support and intervention strategies, including Early Help, Child in Need and those subject to Child Protection Plans.
- There is a team of staff to coordinate and roll out a programme of Careers Education, Information, Advice & Guidance (CEIAG).
- Students in Year 9 receive information, advice and guidance about their academic pathways options
- All students in Year 11 have access to one-to-one careers guidance from a qualified Careers Advisor
- Strong links are fostered with primary feeder and other local schools, where individual students' needs are identified at an early stage, allowing for effective planning and support for the transition of pupils from primary to secondary phases of education. A programme of taster and induction days and a Summer School are also hosted to support this process.
- Trained staff mentors work in school and liaise closely with outside agencies to support pupils.
- Groups of trained pupils provide advice and support to their peers, through the Peer2Peer Mentoring Scheme, the Anti-bullying Team and Young Health Champions initiative.
- Students have access to the School Nurse – a lunchtime drop-in health care provision for students of all ages is offered (This service is confidential for students and school staff are not normally informed of who has attended.) Students can also request an individual appointment with the School Nurse.
- Pastoral staff and mentors are able to give information and advice to parents on how to support their child as needed.
- Support through Pupil Support Centre (PSC) allows vulnerable pupils a base and encourages them to discuss any concerns they have.
- Short and long-term programmes are offered through the PSC, to support social and emotional development.
- A robust Personal Development Programme is embedded across the Academy, including sessions tailored for specific year groups.
- An enrichment programme operated in conjunction with local partners, Sunderland Community Action Group (SCAG), affords pupils the opportunity to develop positive relationships with peers and access advice and mentoring.
- Year group tutoring encourages positive relationships and enables age-specific support among peers across year groups.
- Attendance is monitored daily and parents are contacted on the first day of absence, through telephone calls, text messages or home visits. Reducing Absence Mentors liaise with caseloads of pupils identified as persistent absentees.
- Restorative meetings take place to resolve issues between staff and pupils and between peers.
- Exclusions are kept to a minimum. When returning from exclusion, pupils and parents meet with a designate from the Leadership Team and expectations re-established before returning to school.

Section 3: Site Accessibility

Responsibility for this section of the Accessibility Plan lies jointly with the Headteacher / Deputy Head: Estates, Logistics and Health & Safety, with contributions from individuals within the Academy (SENDCo and Site Supervisors).

Students, staff, parents and visitors to the school have an equality of opportunity to access the curriculum and we aim to make all areas of the site accessible where possible.

The Academy has recently invested in easier access to crucial areas with the provision of ramps, and a pupil/visitor lift was recently installed to provide access to the main hall, allowing everyone to visit for open evenings and main school events.

The following documents support these aims:

- **School Development Plan**
- **Fire Risk Assessments**
- **Health and Safety Policy**
- **Lettings Policy**

Principal features of Southmoor Academy are:

- health and safety issues identified and addressed on a continuous basis by a range of people within school – including The Health and Safety Officer, teachers (activities, classrooms) and Curriculum Leaders, ‘common areas’ (Site Supervisors) and SLT in reviewing these procedures and activities.
- risk assessments are written principally for two purposes: for activities and for groups of students; and for specific students (as generic for their time in school, and/or for specific activities, or to take into account their specific disability/need).
- risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability (PEEPS).
- the medical condition of students affecting health and safety, compiled as a separate document by the SENDCo, is circulated to staff in school on a need to know basis.
- the medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Headteacher and related staff.
- the SENDCo has the responsibility for ensuring that identified SEN students access all areas of the site within the health and safety guidelines.

Section 4: Access to Information

This section of the Accessibility Plan is monitored by the Trust Governance Manager with support from the Academy's administration team. Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

Purpose of this policy:

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- the Freedom of Information Act (FOIA)
- the Data Protection Act (DPA)
- the Disability Discrimination Act
- the Equality Act (2010)
- the school Information (Regulations) 2016
- and other legislation that provides a right of access

In addition, the Academy has its own policies on Data Protection and Complaints.

Responses to requests for information

- Relevant documents are posted on, and may be downloaded from, the Academy's website or hard copies may be provided free of charge.
- Any request for Freedom of Information can be provided at a small charge.
- Parents/students may request copies of student record files, including paper and electronic files. A small charge will be levied for administration and photocopying charges.
- Parents/students may not be given access to records which contain information on other staff/students, which would breach our Data Protection Policy and/or Data Protection Act.
- All requests for information should be made, preferably in writing, to the Headteacher.
- Any complaints should be addressed through the Trust's Complaints Procedure, available to view via the Academy website.

Information provided by the Academy

Students have access to information by:

- the regular reporting of students' progress by written reports from teachers
- feedback from their subject teachers (verbal and written) relating to their work completed in class, including Pupil Progress Evenings
- reviews from enhanced monitoring through Individual Behaviour Plans and Pastoral Support and Individual Education plans
- the SEN review process
- through the student planner, school website and weekly Headteacher's Blog
- representation on/by the Student Council

Parents have access to information by:

- the regular reporting of their child's progress by written reports from teachers
- teachers' written comments in students' books, planners, text messages, letters, emails and telephone conversations
- talking to teachers and support staff at subject-based Pupil Progress Evenings
- Pathways Evening
- New Year 7 Parents' Evening
- Year 7 Parents/Tutor Evening
- Form Tutor and Year Leader contact with parents
- the Academy's website and weekly Headteacher's Blog
- by prior appointment to visit the Academy
- specific requests for information (see above)
- through appointments with teachers (SEN reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, Early Help, Child in Need and Child Protection Plan meetings)
- the Academy Prospectus
- SEN information to parents; at reviews, and with printed documentation, and from relevant professionals outside school, supporting the work of the academy

Visitors / external agencies / individuals have access to information (on a need-to-know basis only) by:

- the Academy's website and weekly Headteacher's Blog
- contact with professionals within the Academy
- by written request to the Headteacher

Accessibility of information

The Academy aims to provide information in an accessible format and will respond to individual needs and requests as they arise.

For example:

- The Academy will seek support from outside agencies to provide information in simple languages, symbols, large print, audiotape or Braille for students, prospective students or parents who have difficulty with standard forms of printed information.
- The Academy will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information. During parents' evenings and review meetings of children's performance in school, details are confirmed to parents how they can access information.