Sandhill View 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 Trustees / Governors.

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 and Deputy Headteacher, who monitors the curriculum area review and improvement plans.

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**
- **Assessment Policy**
- **Inclusion and Achievement Policy**
- **Medical Policy**

Principal features of Sandhill View Academy provision are:

- Within curriculum areas, curriculum leaders/subject leaders monitor pupils' progress, which is overseen by the Deputy Headteacher.
- A Covid catch up plan was developed to mitigate the gaps in learning
- Pupils classified as 'Pupil Premium' are identified, and their progress is tracked and supported by Curriculum Leaders, Head of Year and the Assistant Headteacher (Impact). The 3-year PP plan is research driven and aims to provide additional support to disadvantaged pupils in order to close the gap.
- Pupil attendance is monitored by the Attendance Officer and the and brought to a weekly meeting with SLT.
- At Key Stage 3 pupils are placed in bands (A-D) and usually taught in groups according to ability/aptitude, the composition of the groups is determined (from Key Stage 2 information and data) at the start of Year 7. There are usually six ability sets in Years 7, 8 and 9 depending on size of cohort.
- At Key Stage 4 (Years 10-11) pupils are taught according to ability/aptitude in English, mathematics and science, with broad banding in the option subjects.
- There are guided choices for Year 9 pupils choosing Key Stage 4 courses in discussion with pupils, parents, teaching staff, learning support, Curriculum Leaders, and Heads of Year.
- At Key Stage 4 the curriculum is increasingly personalised. Most pupils choose from an extensive list of option subjects at GCSE/Level 2, in addition to core subjects (English, Maths, Science and PE). All pupils are offered the English Baccalaureate which consists of English; mathematics; two sciences; a humanity subject and a modern foreign language. Some pupils may be exempt from languages and/or humanities depending on their needs.
- As standard science offers GCSE Trilogy Combined or separate sciences. At KS3 pupils follow a 3-year Programme of Study that provides solid foundations in preparations for the rigors at GCSE.
- Curriculum development, enrichment and extension activities made available to pupils in addition to a programme of support, mentoring and intervention.
- Data from primary schools together with secondary school assessments such as CAT4 and NGRT informs differentiated mainstream classroom teaching and learning support interventions. Together with information from parents, pupils and professionals.

- There is a three-year literacy plan to ensure pupils who start in year 7 with a lower-than-average reading age make equal progress to their peers
- Learning Support interventions at Key Stage 3 are monitored through assessment such as NGRT, and Lexia
- There is small group teaching for literacy; and reading and spelling boost interventions for specifically identified and monitored pupils. This has been done through the Lexia programme.
- There are various learning support interventions at KS3 and KS4 to provide a differentiated and appropriate curriculum for identified pupils. These include in class support in key lessons, early morning reading programme; 1:1 literacy and numeracy catch-up support, as well as introducing reading plus to a wider range of pupils across key stage 3.
- Small group work to address issues such as anger management, poor social skills, low self-esteem, run for targeted pupils.
- 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.
- Additional tutoring has been sourced both internally and externally to support KS4 outcomes for core, utilising the additional NTP funding
- Intervention for identified underachieving pupils – particularly in core subjects at Key Stage 4
- Specialist provision from the relevant outside agencies
- Appropriate exam concessions secured for pupils fitting the required criteria
- Support from our Student Support Base for our more vulnerable pupils
- Academic and pastoral support given from progress mentors and through the tutorial system
- pupils 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 pupils are identified for Access Arrangements (exam concessions).

Access Arrangements

- Access arrangements for pupils for internal and external examinations are made based on 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. This typically includes matching readers and scribes to pupils at the earliest opportunity in order to develop trusted working relationships.
- Where appropriate, the SENDCo will work with specialist advisory teachers and medical professionals.
- The SENDCo and/or external professional will be the in-house designated assessor and will assess pupils, process applications on-line and hold the evidence.
- The SENDCo 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 teachers monitoring this section of the Accessibility Plan are the Deputy Headteacher (Pastoral), SENDCO, Assistant Headteacher (Personal Development) & Head of Year, working with the Pastoral Team and School Nurse. Outside professionals, such as the Educational Psychologist (EP), Behaviour Intervention Team (BIT), Multi Agency Safeguarding Hub (MASH) and Child & Adolescent Mental Health Service (CAMHS), who support the School, contribute additionally to this work.

Pastoral support enshrines the principles of Every Child Matters and aspects of the Social and Emotional Aspects of Learning (SEAL) agenda. Students across the key Stages have access to appropriate pastoral support dependent on their age and specific needs.

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

- **Attendance Policy**
- **Policy on supporting students with medical conditions in School**
- **Behaviour Policy**
- **Child Protection Policy**
- **Special Educational Needs & Inclusion Policy**

The Principal features of Sandhill View Academy are:

- Two Designated Child Protection staff on site, with developed links to Social Services and the Sunderland local education authority team.
- Looked After Children are identified and monitored (linked to local authority professionals).
- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by Curriculum Leaders and the Senior Leadership Team.
- Children who act as 'Young Carers' are identified and monitored. These pupils are offered support from the designated link person.
- Individual Behaviour Plans, Risk Assessments and Pastoral Support Plans monitor and support students'
- The internal Behaviour Support Unit (BSU) supports pupils exhibiting extreme or repeated unacceptable behaviour, through short periods of internal exclusion and behaviour mentoring.
- Educational Psychologist closely supports the work of the school, and of individual students, as required by their needs.
- The school links to the ICRT making referrals using published thresholds where there are safeguarding concerns. They work together with other professionals within the early Help (EH) Child in need (CIN) and Child Protection (CP) framework.
- There is a member of staff to oversee CEIAG.
- Students in Year 9 receive information about their options.
- Connexions advisors are to be accessed when student review meetings for those with an EHCP take place as organised by the SENDCo.
- All students in Year 11 have access to impartial careers guidance from the Trust's CEIAG advisors and are offered external advice if required.

- Developed links with primary feeder schools: early identification of individual students' needs, allowing for effective planning and support for transfer of Year 6 students into Year 7 (for tutor group placement, SEN initiatives, pre-transfer visits).
- Summer School for new Year 7 students supports transition.
- Mentors work in school and liaises closely with outside agencies.
- Students have access to a mentor – a lunchtime drop-in health care provision for students of all ages (This service is confidential for students and school staff are not normally informed of who has attended).
- Links to GPs and local NHS mental health services (CAHMS) support for specific students / work generally in supporting students, alongside the school EMHP and MHST.
- Pastoral staff and mentors are able to give information and advice to parents on how to support their child as needed.
- Support through the Student Support Base allows vulnerable pupils a base and encourages them to discuss any concerns they have.
- External workshops and guest speakers allow for bespoke SMSC (including PSHCE) sessions tailored for specific year groups.
- Attendance is monitored daily and parents are contacted on the first day of absence. Reducing Absence Mentors, liaise with caseloads of pupils identified as being persistent absentees.
- Restorative Justice-style meetings take place to resolve issues between staff and pupils and between peers.
- External exclusions are kept to a minimum – when returning from exclusion, pupils meet and expectations re-established before returning to lessons.

Section 3: Site Accessibility

Responsibility for this section of the Accessibility Plan lies jointly with the Headteacher/ Head of Operations, with contributions from individuals within the Academy (SENDCo and Premises Supervisor).

Students, staff, parents and visitors to the school have an equality of opportunity to access the curriculum and all areas of the site.

The following policies support these aims:

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

Principal features of Sandhill View Academy Trust 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 Heads of Departments (departmental areas), 'common areas' (Premises Supervisor) 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).
- 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 Headteacher 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 may 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 Academy'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, Pastoral Support Plans, TAC Meetings and IEPs
- the SEN review process
- through the school student planner
- representation on/by the Student Council

Parents have access to information by:

- Regular reporting of their child's progress by written reports from teachers
- Regular one and two way communication via ClassCharts
- Teachers' written comments in students' books / planners / letters and emails to parents; telephone conversations
- Talking to teachers and support staff at subject based Pupil Progress Evenings
- Options Evening
- New Year 7 Parents' Evening
- Year 7 Parents/Tutor Evening
- Form Tutor and Heads of House contact with parents
- The Academy's website
- By prior appointment to visit the Academy
- Specific requests for information (see above)
- Appointments with teachers (SEN reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child mechanisms)
- 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
- Contact with professionals within the Academy
- 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.