

Sandhill View Academy



ACCESSIBILITY PLAN

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.

This Accessibility Plan is divided into three sections:

1. Access to the Curriculum
2. Site Accessibility
3. Access to Information

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

Links with other policies:

- Attendance Policy
- Behaviour Policy
- Careers 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
- Health and Safety Policy

Last review date: 25.03.26

Next review due: Spring 2027

Person responsible: Headteacher

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum (Section 1).
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided (Section 2)
- Improve the availability of accessible information to pupils with disabilities (Section 3)

Vision

To provide the highest quality education for young people in the community we serve. Our vision goes beyond our own school and Trust. We want to contribute to the broader regeneration of our region by empowering our students to have high **aspirations**, **achieve** excellent outcomes and **enjoy** learning.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Values:

Value every member of our school community. We are proud to be inclusive.

All policies and procedures provide clarity and are consistently applied.

Learning within and beyond the classroom, is of high quality. We develop knowledge, skills and understanding, broaden horizons and inspire. We empower staff and students to demonstrate their own creativity, flare and passion for learning. Continual improvement is a moral imperative.

Understand that positive relationships are central to our success as a learning organisation. Our young people know that we work tirelessly in their best interests.

Expectations are high for all. Staff and students aspire to be the best they can now and in the future.

Success or failure for one represents success or failure for all.

This plan will be made available online on the Academy website, and paper copies are available upon request.

Sandhill View Academy is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Academy supports any available partnerships to develop and implement the plan.

The Academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the academy, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents/carers, staff and trustees.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Accessibility Plan shows how access is provided for disabled pupils, staff, and visitors to the school, in addition to anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant actions to:

1. Increase the extent to which pupils with disabilities can participate in the curriculum

Current Practice:

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments, and where possible pupils. Data is frequently reviewed with parents/carers of pupils on roll to ensure alterations are accurate and needs are addressed.

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

Reasonable adjustments can be made to allow access to the curriculum for pupils with a disability. This may require for example, but not exclusively, providing practical aids including access to IT, alterations in delivery and access to assessment aids such as a scribe. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the pupil, parents/carer and the relevant teams supporting the pupil.

Pupils with special educational needs and disabilities and those eligible for 'Pupil Premium' funding are identified, and their progress tracked by curriculum areas, pastoral leaders and AHTs overseeing each Key Stage. Impact data for all groups of pupils is presented to Trustees in the termly standards meeting.

- 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.
- All SEND students have a mentor. Tier 1 mentoring is a universal offer, Tier 2 mentoring provides targeted support and Tier 3 mentoring is sourced externally, based on individual need as required.
- Learning Support interventions at Key Stage 3 are informed by KS2 information reading age data and standardised progress tests.
- Small group interventions for literacy are delivered to targeted students.
- 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, access to an early morning reading programme; 1:1 literacy and numeracy catch-up support.
- Support for KS4 option choices and 1:1 independent Careers Education, Information and Guidance (CEIAG) in collaboration with curriculum leaders, pupils, parents, teaching staff, learning support staff, and pastoral leaders.
- The Key Stage 4 the curriculum is increasingly personalised. All pupils in Year 10 and Year 11 study three options at GCSE, in addition to core subjects (English, Maths, Science, Core PE and Aspire lessons). Pupils are supported to make choices from a range of academic and vocational qualifications.
- Targeted intervention is planned for identified underachieving pupils – particularly in core subjects at Key Stage 4

- The Bridge is an onsite 'alternative provision' for pupils who struggle to regulate their behaviour and who may be at risk of permanent exclusion. The Bridge Leader is accredited to use the 'Thrive' approach. Admission is by referral from Pastoral Leaders.
- The internal Behaviour Support Unit (BSU) supports pupils exhibiting extreme or repeated unacceptable behaviour, through short periods of internal exclusion and behaviour mentoring.
- SEMH practitioners, all accredited to use the 'Thrive' approach, support the regulation of SEMH students in lessons, if they become dysregulated.
- Additional tuition is available for pupils with EAL on an individual or small group basis.
- SLT and Pastoral Leaders monitor and mentor those pupils whose attendance gives cause for concern
- Appropriate exam concessions are secured for pupils fitting the required criteria
- Students with medical needs, unable to access school full-time, are supported by the home tuition through the local authority provision (when medical evidence is available).
- All students in Year 11 have access to one-to-one careers guidance from a qualified Careers Advisor
- 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.
- Cared for Children are identified and supported by a designated member of staff, with additional links to Local Authority professionals.
- Young Carers are identified and have the support of a designated member of teaching staff.
- Individual Behaviour Plans, Risk Assessments and Pastoral Support Plans are in place to monitor and support identified students.
- Two Designated Child Protection staff on site, with developed links to Social Services and the Sunderland local education authority team.
- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by Curriculum Leaders and the Senior Leadership Team.
- 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.
- 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.
- 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.
- 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

Next Steps to Increase the extent to which pupils with disabilities can participate in the curriculum

- Further improve the quality and use of transition information.
 - Maintain and develop literacy intervention programmes.
 - Continue to build positive relationships with specialists advisory professionals, using new learning to provide high quality CPD to staff.
- 2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.**

Current Practice:

Responsibility for this section of the Accessibility Plan lies jointly with the Headteacher 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 has been installed to provide access to the main hall, allowing everyone access for open evenings, progress evenings and school events.

The following documents support these aims:

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

The following list provides a broad overview of existing provision:

- Health and safety issues are identified and addressed on a continual basis by a range of people within school – are 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).
- Medical information 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.
- Medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Headteacher and head of HR.
- The SENDCOo has the responsibility for ensuring that identified SEN students access all areas of the site within the health and safety guidelines.

Overall, the site continues to provide a high standard of accessibility, with a number of key features already well embedded across the campus.

The Academy benefits from clearly marked disabled parking bays situated close to the main entrance, enabling ease of arrival for pupils, staff and visitors with mobility needs. Ramped access into the building ensures that all external entry points remain usable and safe, including during peak movement times.

Once inside, the building design supports smooth navigation. Wide corridors allow for comfortable movement around the site, reducing congestion and ensuring wheelchair users or those with additional physical needs can travel freely between learning areas. Vertical movement is supported through the provision of lifts, which remain in good working order and allow access to all floors.

Across the Academy, disabled toilet and changing facilities are available and appropriately located, providing dignity, privacy and convenience for those who require additional space or adapted environments. Curriculum

access is further strengthened by the availability of accessible resources, including enlarged print materials, adapted equipment and technology to support a wide range of needs.

To provide access for all needs the audit will be reviewed on an annual basis or revised if the need arises.

Next Steps to Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.

- Continue to ensure that the needs of all pupils with disabilities and medical needs are being met through a cycle of review and investment.

3. Improve the availability of accessible information to pupils with disabilities

Current Practice:

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.

Access arrangements for pupils for internal and external examinations are made on the basis of an individual pupil's needs.

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. A fully qualified Access Arrangements Assessor is in place.

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.

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.

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 Class Charts, the 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.
- Pupil Progress Evenings.
- New Year 7 Parents' Evening.
- Year 7 Induction Evening.
- Form Tutor and Pupil Engagement Officer (PEO) 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.

Next Steps to improve the availability of accessible information to pupils with disabilities

- Continue to communicate regularly with pupils, parents and carers through Class Charts, the weekly blog and other formats appropriate to their individual need.
- Continue to refine school systems to ensure that records are always up to date and accurate.
- To continually seek to refine the mechanisms for collecting and providing data and information to minimise impact on workload without detriment the quality of information.

Monitoring arrangements

This document will be reviewed and updated on a biennial basis, for approval by the Board of Trustees.