

# 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

- There is small group teaching for literacy and reading and spelling boost intervention for specifically identified and monitored students.
- There are various learning support interventions at KS3 and KS4 to provide 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 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

er of 1004 Th-0047A

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

## Section 2: Access to Pastoral Support

The lead staff monitoring this section of the Accessibility Plan are the Assistant Personal Development, Communication & Engagement and Pupil Behaviour, & Attendance CO, Director of PHSCE, Director of Sixth and the Trust Careers Advisor, working with the wider Pastoral and Learning Support Teams. Outside professionals, such as Educational Psychologists, the School Nurse 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 5, 6, 7, 8, 9, 10, 11, 12, have access to appropriate pastoral support dependent on their age and specific needs.

The Academy's various separate policies contribute to supporting the following:

- 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

- 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 all 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 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 courses and a Summer School are also used 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 younger pupils through the Peer Support 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 provide support and guidance to students

### 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 Supervisor).

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 recently been 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 –

#### Section4: 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 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. 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 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 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

Stude(P)1 (r)dr 1 ( )h1 Tc 09.en0aP <</MCID 65 0.1.24 Td ( )Tj EMC /P <</MCID 66 gded by 0 (d



