

# Campsmount Academy



## EQUALITY AND ACCESSIBILITY OBJECTIVES 2022/2024

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
1.0	EC	- New policy; significant changes from original 2018/21 version	September 2022	September 2024
1.1	EC	- Update site accessibility - Update objective review dates	May 2021	May 2022
1.2	EC	- Review and update of all objectives	September 2022	September 2024

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## **1. AIMS**

1.1 The purpose of the objectives is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the academy to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

1.2 Campsmount Academy is fully committed to providing an environment in which all students are able to flourish. The academy recognises the value of every student as an individual and aims to effectively meet the needs of all of our students.

We aim to:

- Create an educational partnership with students and their parents/carers
- Identify and respond to individual needs
- Identify and overcome potential barriers to learning
- Encourage all students to participate in a wide range of extra-curricular activities
- Provide students with opportunities to act as Peer Mentors and support other students at Campsmount
- Ensure students are equipped to face the challenges of life beyond the academy

1.3 The academy is committed to making any reasonable adjustments in order to effectively support all students. The academy will base support around individual learners needs, for example information on a disability or medical need, an Educational Healthcare Plan or Educational Psychologist report. Where a student has an Educational Healthcare Plan the academy will liaise with the Local Authority to ensure that the identified provision is delivered in an appropriate manner.

1.4 Campsmount is committed to ensuring equality of opportunity in line with the Equality Act 2010, striving to reduce discrimination and harassment of any member of the Academy and will not discriminate on any of the protective characteristics where such discrimination is permitted by law.

Protected Characteristics include:

- Age
- Disability
- Gender or gender identity
- Marriage and civil partnership status
- Pregnancy and maternity
- Race
- Religion or belief
- Sex or sexuality

1.5 The objectives will be made available online on the academy website, and paper copies are available upon request.

1.6 Campsmount is also 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 objectives, for example through the Doncaster Local Education Authority in addition to partnerships through Leger Education Trust.

1.7 Our academy's complaints procedure covers the objectives. If you have any concerns relating to accessibility in the academy, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of these objectives, including students, parents, staff and governors.

1.8 All staff are provided with one-page profiles and pen pictures highlighting individual students needs.

- Provide all students with access to regular drop-in clinics with the School Nurse team
- A range of intervention groups, for example in reading, literacy and numeracy as part of our Secondary Ready programme
- Strategic support from our SEND team, for example LSA (Learning Support Assistant) support in identified lessons and tutor periods
- Social skills support
- 'Safe spaces' facilitated by Academy LSA's
- Pastoral support
- Access arrangements to allow students to access all examinations, both internal and external

1.9 As an academy we have an accessible site and building with the following:

- 2 lifts to allow students, staff, parents and visitors access to all floors
- Outside sports and grounds facilities that are fully accessible to all
- Accessible toilets in each teaching space and within the sports facilities
- Emergency evacuation system in place with the use of EVAC chairs
- Height adjustable furniture where required
- Hearing loop in the halls
- Non-visual guides on signage around the academy
- Clearly marked disabled parking bays in the car park
- Identified parents/students to be able to access the staff car park; beyond the secure gate, allowing parents to drop students off in close proximity to the main entrance

**APPENDIX A – OBJECTIVES 2022 - 2024**

<b>Objectives</b>	<b>Actions to be Taken</b>	<b>Staff Lead</b>	<b>Review Date</b>	<b>Success Criteria</b>
<b>1</b> Ensure access to the curriculum for students with additional needs.	<b>(i) Develop effective transition strategies across all transition points:</b>			
	a) Collaborate with junior schools to develop bespoke transition plans for identified students, for example students with an EHCP.	EC/CBT/JN	October 22	-EHCP reviews -Student transition plans
	b) Local Authority Flying Start programme.	CBT/JN	October 22	-Flying Start programme
	c) Consultation with parents/departments during KS4 options process.	EC/JN	March 23	-GCSE options process completion
	d) Collaborate with Post-16 providers to ensure that existing, effective strategies continue post-Campsmount.	EC/DH	September 22	-SEND/Campsmount -Post-16 transition meeting -Links with external Post-16 providers
	<b>(ii) Identification and support of non-Secondary Ready students in KS3:</b>			
	a) Analysis of progress data across a range of key performance indicators; including English, Maths, reading age, ATL and attendance	LCR/EC	Termly	-Secondary Ready progress reports -Academy KS3 progress data
	b) Intervention groups to support identified key performance indicator: <ul style="list-style-type: none"> <li>• reading age support group/re testing</li> <li>• English and Maths intervention groups</li> </ul>	LCR/HoFs	Termly	-Academy KS3 progress data
	<b>(iii) Ensure provision is in place for students with additional needs:</b>			

a) Implementation of all strategies/adjustments identified in EHCPs and IHPs to support students' medical needs.	EC	July 23	-IHPs -EHCPs -Sharing of medical information with all Academy staff; for example through Mint Class
b) Access Arrangements are used when appropriate to support students with accessing assessments.	EC/JN/HoFs	October 22	-Access Arrangements subject tracker -Access Arrangements assessment
c) Access to a laptop to support a student's identified need.	EC/JN	Termly	-Laptop access -Student progress data
d) Lessons contain a diverse range of learning activities. Lessons allow students to work both individually and collaboratively; in pairs/part of a group.	Teaching Staff	Termly	-LEWs -Work sampling -T & L reviews

