Abbot Beyne School

Policy:	Accessibility Policy
Person Responsible:	Mrs A L Stoddart
Governors' Committee:	Student and Personnel
Date Adopted:	March 2015
Reviewed Date:	March 2017
Next Review Date:	March 2018
Signature:	
Staff Agreed:	

This Access Policy pays due regard to government law and local Staffordshire County Council directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEN Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001); and it also incorporates aspects of the Abbot Beyne School Development Plan.

This **Accessibility Policy** is divided into four sections:

> **Section 1: Access to the Curriculum** - for students

> **Section 2: Access to Pastoral Support** - includes the principles of past county and national initiatives, including 'Every Child Matters' (ECM) and aspects of the 'Social and Emotional Aspects of Learning' (SEAL) - 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

This Access Policy details policies and initiatives, how these are monitored, reviewed / evaluated, and how these evaluations are developed and embedded into school systems and practice.

This Access Policy is an 'umbrella' document: it encompasses existing policies and development plans, implemented and monitored by a range of teachers, the senior leadership team and governors.

This Access Policy - through detail in individual policies - therefore highlights key whole school aims for 2017-2018.

The Policy is reviewed each year by the senior leadership team, with individual responsibilities for specific sections of the Policy as noted; it is also reviewed by the Governing Body.

Section 1: Access to the curriculum

This section of the Access Plan is monitored by the Deputy Headteacher (Curriculum), who leads the heads of curriculum faculties, and monitors faculties' development plans. Aspects of the curriculum are also managed by the Assistant Headteacher / Head of Sixth Form.

Students across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs. The following documents/policies support this aim:

- **School Improvement Plan**
- **Individual curriculum faculties' Improvement Plans**
- **Policy for the Curriculum**
- **Policy for Assessment**
- **Gifted and Talented Statement**
- **Special Educational Needs Policy (and also an SEN Information Report)**
- **Supporting Pupils with Medical Conditions Policy**

Principal features of Abbot Beyne School are:

- Within their teaching teams, Directors of Learning monitor students' progress, linked to a member of SLT in regular meetings; and usually on an individual basis there are links with Progress Leaders to determine appropriate curriculum of specific students.

- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by curriculum faculties/subjects, Progress Leaders and members of the Senior Leadership Team. Interventions at subject level are recorded on PIP & RAP sheets and monitored at half termly RAP meetings of Directors of Learning and SLT as well as at Faculty / department meetings. Similarly students' attendance is monitored by Progress Leaders and Pastoral Staff at weekly meetings.

- At Key Stage 3 students are usually taught in mixed ability groups; the composition of the groups is carefully determined (from primary schools' data and can include information from parents) at the beginning of Year 7; monitoring Groups, curriculum development and academic demands lies with the Progress leader and is discussed at half termly meetings.

- Progress Reports (teachers' reports, six times each year) are reviewed by the Progress Leaders, Learning Mentors, and curriculum subject leaders; a range of staff contribute to tracking and documenting students' progress, to allow for appropriate interventions, evaluation and modification, as required. At each assessment point for each year group, the Working At Grades are entered into SISRA and all teachers are able to view the progress of their students. Whole school tracking tables are also updated at assessment points and sent to SLT and Heads of Subject to identify emerging trends and take appropriate action.

- At Key Stages 3 & 4 students are taught according to ability / aptitude in Maths, English and in Science from Year 9 onwards; at Key Stage 4 there are high ability groups in English, Maths and Science, with mixed ability in the option subjects.

- There are guided choices for Year 9 students choosing KS4 courses: discussions with students, parents, Learning Support, mentors and an individual IAG interview with a member of the SLT.

- At Key Stage 4 the curriculum is increasingly personalised: students choose two options at GCSE, in addition to core subjects (English, Maths, Science, RE and one of either History or Geography). The most able Scientists study 3 separate Science GCSEs.

- The most able students are identified by prior attainment data, and by subject teachers to the Gifted and Talented Co-ordinator, with 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 and Cognitive Ability Tests (CATs) inform differentiated mainstream classroom teaching and Learning Support interventions, together with information from parents, students and professionals.

- Learning Support interventions at Key Stage 3 are informed by reading and spelling tests and CATs for Year 7s (in July of Year 6): individual and very small group teaching in Learning Support for literacy; and reading and spelling boost interventions for specifically identified and monitored students.

- Year 10 students have a work experience placement during their Year 10

- Students with medical needs, unable to access school full-time, are supported by the Curriculum Support Department and the county's home tutors.

- Throughout KS4, and selectively for KS3 students, through whole school data and Learning Support specialist testing, students are identified for Access Arrangements (exam concessions).

- The inclusion centre Steps and the Curriculum Support Department 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 exclusion or from medical absence, or who are on part-time timetables due to documented medical reasons or long-term absence.

Section 2: Access to Pastoral support

The lead teacher monitoring this section of the Access Plan is the Assistant Headteacher (Inclusion), working with the Pastoral team, teachers, and School Health Nurse.

Outside professionals, such as the Educational Psychologist (EP), Behaviour Support Service (BSS), 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 School's various separate policies contribute to supporting these aims:

Attendance Policy
Drugs Policy
Policy on supporting students with medical conditions in School
Behaviour Policy
Safeguarding & Child Protection Policy
Special Educational Needs Policy

Principal features of Abbot Beyne School are:

- Three Designated Child Protection staff on site, with developed links to Social Services and Staffordshire County Council local education authority teams

- Looked After Children are identified and monitored (linked to county professionals and following county guidelines)

- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by Directors of Learning and the Senior Leadership Team along with a KS3 Learning Mentor

- Children who act as 'Young Carers' are identified and monitored (linked to county professionals).

- Individual Behaviour Scripts, Risk Assessments and Pastoral Support Plans monitor and support students'

- County Educational Psychologists closely support the work of the school, and of individual students, as required by their needs

- The school links to the MASH relating to the Common Assessment Framework (CAF) and the Team Around the Child/Family (TAC/TAF) initiatives

- Our Careers curriculum and Work Experience Co-ordinator, support students from Year 9 onwards with work-related learning and planning for the future

- Developed links with primary schools: early identification of individual students' needs, allowing for effective planning and support for transfer of Y6 students into Y7 (for group placement, SEND initiatives, pre-transfer visits)

- Links to GPs and local NHS mental health services (CAHMS) closely informs support for specific students / work generally in supporting students

- Pastoral staff are able to give information and advice to parents on how to support their child as needed.

- Deep Learning Days and guest speakers allow for bespoke PSHE sessions tailored for specific year groups

- Attendance is monitored daily and parents are contacted on the first day of absence. Pastoral Tutors and Progress Leaders liaise with students with lower attendance and support with the provision of work and reintegration packages

- Exclusions are kept to a minimum – when returning from exclusion students attend a readmission interview with their parent / carer and expectations re-established before returning to lessons

Section 3: Site Accessibility

Responsibility for this section of the Access Plan lies jointly with the Headteacher/SENCo and the School Business Manager, with contributions from a range of professionals supporting the school and from individuals within the school.

Students, staff, parents and visitors to the school on both sites have an equality of opportunity to access the curriculum and we aim to make all areas of the site accessible where possible. Where buildings cannot be adapted, changes will be made to the curriculum - typically this will mean rerooming to accessible accommodation.

The following policies support these aims:

- **Critical Incident Plan Equality Policy**
- **Facilities Improvement Plan**, within the **School Improvement Plan**
- **Fire Risk Assessments**
- **Health and Safety Policy**
- **Lettings Policy**

Principal features of Abbot Beyne School are:
- 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 and site accessibility, compiled as a separate document by the SENCO, 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 SEND Department has the responsibility for ensuring that identified SEN students access all areas of the site within the health and safety guidelines

- outside professionals support the work of the school, and the integration of specific students within mainstream classes

- the SEND CALS Co-ordinator, on a day-to-day basis, monitor individual students' accessibility to each site.

Section 4: Access to Information

This section of the Access Plan is monitored by the School Business Manager, with support from the school's administration team. The school liaises with the Local Authority to ensure compliance with Local Authority and government statutes. 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)

- and other legislation that provides a right of access

In addition the School 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 school's web site or hard copies may be requested 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 the Data Protection Act

- All requests for information should be made, preferably in writing, to the Headteacher.

- Any complaints should be addressed through the School's Complaints Procedure, available to view via the school website.

Information provided by the school
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 at Consultation Evenings

- reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans and IEPs.

- the SEND review process

- representation on/by the Student Learning 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 / letters and emails to parents; telephone conversations

- talking to teachers and support staff at annual subject-based Consultation Evenings.

- Options Evening (for students selecting their KS4 or KS5 courses)

- Pastoral Tutors and Progress Leaders contact with parents

- the school's website

- open mornings for parents of prospective new students

- by prior appointment to visit the school

- specific requests for information (see above)

- through appointments with teachers (SEND reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child mechanisms)

- the Main School Prospectus

- SEND information to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of the school

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

- contact with professionals within the school

- by written request to the Headteacher

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

For example:

- the School will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students or parents who have difficulty with standard forms of printed information.
- the School 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
- the School will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access information

Accessibility Plan- Identifying Barriers to Access

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment? (*As part of a developmental programme differentiated to meet individual need)*	✔			
Preparation for entry into school. (*Admissions Policy- within the resources of the School, School Brochure and student information pack))*	✔			
Grouping of students (*by year group with IE/BP's and differentiated lesson plans in place plus individual support e.g. reading as relevant)*		✔		
Homework policy and practice (**in place** *by developmental ability)*	✔			
School discipline and sanctions *(reference Behaviour Policy)*	✔			
Exclusion procedures (*reference Exclusions Policy.)*	✔			
School clubs and activities (*full access as relevant also reference e.g. Off Site Visits Policy)*	✔			
School trips *(full access with curriculum access statements and risk assessment in place)*	✔			
The school's arrangements for working with other agencies (*Open School Policy, Annual and 14 plus reviews, Attendance and Behaviour Management policies etc.)*	✔			

Curriculum	Completed	In Progress	Under discussion	Not yet addressed
Do you ensure that teachers and CALS have the necessary training to teach and support disabled students? (*Training is needs led and represented in school improvement plan. Risk Assessments also guide training)*	✔			
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading? (**SEN** *Student profile)*		✔		
Do staff recognise and allow for the additional time required by some disabled students			✔	

	Completed	In Progress	Under discussion	Not yet addressed
to use equipment in practical work? (*As above*)				
Are there high expectations of all students? (*All students are baselined with SMART targets set for the student to achieve challenge*)	✔			
Do staff seek to remove all barriers to learning and participation? (**reference** *Equal Opportunities Policy*)		✔		
Access to the curriculum**. (***As above with differentiation if necessary, reference* **SEN** *Student profile*)	✔			
School policies, e.g. anti-bullying, SEN policies, health and safety. *(All in place with annual review)*	✔			
Interaction with peers. (*Part of developmental criteria as held in behaviour small steps as evidenced in Student portfolio*)	✔			

Physical access	Completed	In Progress	Under discussion	Not yet addressed
Are your classrooms optimally organised for disabled students? (*Resources component in scheme of work and lesson plan*)			✔	
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all students? *(Single storey building with e.g. disabled toilets and special features - issues - external of the school building and holdbacks on internal doors)*			✔	
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?				✔
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?				✔
Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components? *(a comprehensive system is in place, reference Health and Safety Policy)*	✔			

Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?				✔
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy? *(Any issues dealt with through Statement of SEN)*		✔		

Are areas to which students should have access well lit? *(Automatic lighting)*		✔		
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment?		✔		
Is furniture and equipment selected, adjusted and located appropriately?		✔		
Access to school facilities.		✔		
Activities to support the curriculum		✔		
School sports.		✔		
How the school deals with emergency procedures. *(Regular documented checks and practice e.g. fire drill also Staff Handbook, Caretaker checks, Health and Safety policy, First Aid Guidelines etc.)*	✔			
Breaks and lunchtimes.	✔			
The serving of school meals.	✔			

Curriculum Access	Completed	In Progress	Under discussion	Not yet addressed
Do lessons provide opportunities for all students to achieve? *(Differentiated Lesson Plans with linked IE/BP's)*		✔		
Are lessons responsive to student diversity? *(as above)*		✔		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		✔		
Are all students encouraged to take part in music, drama and physical activities?		✔		
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?		✔		
Teaching and learning.*(reference Teaching and Learning policy)*		✔		
Classroom organisation. (*Individually assessed and represented in lesson plan*)		✔		
Timetabling. (*reference Equal Opportunities policy and Statutory guidance)*		✔		
Assessment and exam arrangements. (*Academic, vocational and occupational routes available)*		✔		
Preparation of students for the next phase of education. (*Work related learning policy which identifies progression regardless of ability towards end outcomes also Transition reviews and Connexions access)*		✔		

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information? *(Individual education plans would identify strategies and resources to meet need)*		✔		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams? *(As above)*		✔		
Do you have the facilities such as ICT to produce written information in different formats? *(specialist ICT facility with 'in class' and staff room hardware available)*	✔			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? *(professional development programme with support from ICT co-ordinator)*		✔		
School announcements.*(Staff pigeon holes, notice boards as part of schools information systems including morning-after school-staff and PD days)*	✔			
Access to information. *(School Council and through schools planned Information systems as above)*	✔			

Accessibility Plan- Key Recommendations

	KEY RECOMMENDATIONS
Physical Access	

Curriculum Access	
Information Access	