



Stourport High School & Vith Form College

Policy : Accessibility Policy

Reviewed: November 2019

LGB Approval: 20.1.2020

This Accessibility Policy pays due regard Government law, including the *Equality Act (2010)* and the *Children and Families Act (2014) Part 3*, which links in to the *SEND Code of Practice (2014)* (and to past legislation, including the *Disability Discrimination Act (1995)* and the *Special Educational Needs and Disability Act (2001)*).

This Accessibility Policy is divided into four sections:

- **Section 1: Access to the Curriculum** - for students.
- **Section 2: Access to Pastoral Support** - embraces the principles of past county and national initiatives and aspects of the 'Social and Emotional Aspects of Learning' (SEAL) - for staff, parents/carers and students.
- **Section 3: Site Accessibility** - for staff, parents/carers, students and the Community.
- **Section 4: Access to Information** - for staff, parents/carers, students and the Community.

This Accessibility 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 Accessibility Policy is an 'umbrella' document: it encompasses existing policies and development plans, implemented and monitored by a range of teachers, the Senior Leadership Team (SLT) and Governors.

This Accessibility Policy - through detail in individual policies - therefore highlights key whole school aims.

Section 1: Access to the Curriculum

This section of the Accessibility Policy is monitored by the Vice Principal (Curriculum), who leads the Heads of Faculty, by monitoring faculties' Development Plans.

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

- School Improvement Plan.
- Individual curriculum faculties' Development Plans.
- Policy for the Curriculum.
- Special Educational Needs Policy (and also a Special Educational Needs Information Report).
- Supporting Students with Medical Conditions Policy.

Principal features are:

- ❖ Within their teaching teams, the Heads of Faculty (HoF) monitor students' progress, linked to a member of SLT for fortnightly meetings and usually on an individual basis there are links with Heads of Student Progress (HoSPs) to determine appropriate curriculum of specific students.
- ❖ Progress of Pupil Premium students is a performance management target for many teaching staff. Interventions at subject level are monitored through performance indicators and the application of disadvantaged first strategies are monitored through learning walks. Similarly, students' attendance is monitored by Form Tutors and HoSPs at weekly meetings and a SIP (School Improvement Plan) termly report to the Local Governing Body.
- ❖ At Key Stage 3 (KS3) students are usually taught in their mixed ability groups; the composition of the groups is carefully determined (from primary schools' data and can include information from parents/carers) at the beginning of Year 7. Monitoring tutor groups, curriculum development and academic demands lies with the HoSPs and is discussed at monthly meetings. HoFs also address these at faculty meetings.
- ❖ Progress checks and profiles (teachers' reports - provided three times each year) are reviewed by the HoSPs, teachers, Form Tutors 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 Data Analyst sends to HoSPs and SLT a range of performance dashboards including overview and specific targets. Assistant Principal - Outcomes then plan interventions as appropriate in conjunction with HoSPs/HoFs. All predictions are entered into MIS 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 mathematics, English and in science from Year 9 onwards. At Key Stage 4 (KS4) there are high ability groups in English, mathematics and science, with broad banding in the option subjects.
- ❖ There are Pathway (guided/option) choices for Year 9 students choosing KS4 courses: discussions with students, parents/carers, Learning Support, curriculum leaders and HoSPs.
- ❖ At KS4 the curriculum is increasingly personalised, students choose four options at GCSE, in addition to core subjects (English, mathematics and science). Students identified as working significantly above the expected ability range in mathematics also study further mathematics and those ablest scientists' study three separate science GCSEs i.e. biology, chemistry and physics.

- ❖ Data from primary schools, reading and spelling tests inform differentiated mainstream classroom Teaching and Learning Support interventions, together with information from parents/carers, students and professionals.
- ❖ Learning Support interventions at KS3 are informed by reading and spelling tests; individual and very small group teaching in Learning Support for literacy; and reading and spelling boost interventions for specifically identified and monitored students.
- ❖ There are various Learning Support interventions at KS4 to provide a differentiated and appropriate curriculum for identified students: these include controlled assessment support in science, One-to-One literacy and numeracy support.
- ❖ All Year 10 students have a Work Experience placement during the summer term.
- ❖ Students with medical needs, unable to access school full-time, are supported through the Additional Educational Needs Team/Student Support Team and the County's home tutors.
- ❖ Throughout KS4 (selectively for KS3 students) through whole school data and Learning Support specialist testing, students are identified for Access Arrangements (examination concessions).
- ❖ The Special Educational Needs Co-ordinator (SENCo) or Vice Principal will manage sections of the curriculum for identified students (usually short-term interventions, however for a very few students 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 Accessibility Policy is the Vice Principal (Personal Development, Behaviour and Wellbeing) working with the Student Support Team, Form Tutors and the School Counsellor.

Outside professionals, such as the Educational Psychologists (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 underpins our school vision and values playing a significant role in helping all students develop their character and in their growth into well-rounded, confident and honest young people. 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.
- Policy on Supporting Students with Medical Conditions in School.
- Behaviour (Climate 4 Learning) Policy.
- Safeguarding & Child Protection Policy.
- Special Educational Needs Policy.

Principle features of The Stourport High School & VIth Form College are:

- Designated Child Protection staff on site.
- Looked After Children are identified and monitored (linked to Local Authority (LA) professionals and following LA guidelines).
- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by HoFs and the Senior Leadership Team.
- Children who act as 'Young Carers' are identified and their wellbeing monitored by tutors and the student support team. These students are offered support from the School Counsellor as standard.
- Individual Behaviour Scripts, Risk Assessments and Pastoral Support Plans monitor and support students.
- FOCUS manage behaviour modification programmes for identified students (usually short-term interventions, however for a very few there can be longer-term interventions), including school-refusers; as an alternative to exclusion; students returning from school after exclusion or from medical absence.
- County Educational Psychologists closely support the work of the school, also 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 Advisor and Work Experience Co-ordinator, support students from Year 9 onwards with work-related learning and planning for the future.
- Developed links with primary partnership schools: early identification of individual students' needs, allowing for effective planning and support for the transfer of Year 6 students into Year 7 (for tutor group placement, SEN initiatives and pre-transfer visits).
- School mentors, SENCO and DSL liaise closely with CAMHS.

- 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 Counsellor or School Health Nurse.
- Links to GPs and local NHS mental health services (CAHMS) closely informs support for specific students and work generally in supporting students.
- Pastoral staff and the School mentors are able to give information and advice to parents/carers on how to support their child as needed.
- Support through FOCUS allows vulnerable students a base and encourages them to discuss any concerns they have.
- Short- and long-term programmes are offered through FOCUS to support social and emotional development.
- Enrichment weeks and guest speakers allow for bespoke SMSC and SRE sessions tailored for specific year groups.
- SEAL activities and vertical tutoring enables support among the students, across year groups, to develop without specific staff interventions.
- Attendance is monitored daily and parents/carers are contacted on the first day of absence. The Attendance Welfare Officer will liaise with students with lower attendance and support with the provision of work and reintegration packages.
- Restorative Justice style meetings take place to resolve issues between students.
- Exclusions are kept to a minimum - when returning from exclusion students are met and expectations re-established before returning to lessons

Section 3: Site Accessibility

Responsibility for this section of the Accessibility Policy lies jointly with the Principal, SENCo and the Business Manager, with contributions from a range of professionals supporting the school and from individuals within the school.

Students, staff, parents/carers 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. Where buildings cannot be adapted, changes will be made to the curriculum - typically this will mean re-rooming to accessible accommodation.

The following policies support these aims:

- Critical Incident Plan.
- Facilities Development Plan, within the School Improvement Plan.
- Fire Risk Assessments and the Fire Safety Action Plan.
- Health and Safety Policy.
- Lettings Policy.

Principle features of The Stourport High School & VIth Form College are:

- health and safety issues are identified and addressed on a continuous basis by a range of people within school - including teachers (activities and classrooms), Heads of Faculties (departmental areas), Site Manager (common areas) and SLT in reviewing these procedures and activities.
- Risk Assessments are written principally for two purposes:
 - * for activities and for groups of students; 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 - Personal Emergency Evacuation Plans (PEEPs).
- the medical condition of students affecting health and safety, as well as site accessibility, is compiled as a separate document by the SENCo, this document is circulated to staff in school on a need to know basis.
- the medical conditions of staff affecting health and safety, as well as site accessibility, are known on a need to know basis by the Executive Principal and related staff.
- outside professionals (for example, Occupational Therapists, the Visual Impairment Team, Hearing Impairment, physiotherapists, Autism Outreach Service, Speech and Language Service, SEN ICT Service) support the work of the school and the integration of specific students within mainstream classes.
- the SEN Teaching Assistant Co-ordinators, on a day-to-day basis, monitor individual students' accessibility to each site.

Section 4: Access to Information

This section of the Accessibility Policy is monitored by the IT Manager, Data Manager and Business Manager, with support from the school's Administration Team.

Our aim is to ensure that students, parents/carers, staff and visitors have access to the information that they need, with due regard to confidentiality.

Purpose of this Accessibility Policy:

This Accessibility Policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- the *Freedom of Information Act (FOIA) (2000)*.
- the *Data Protection Act (DPA) (1998)*.
- *GDPR 2018*
- the *Disability Discrimination Act (1995)*.
- the *Equality Act (2010)*.
- and other legislation that provides a right of access.

In addition, the school has its own policies with regard to Data Protection and Complaints.

Responses to Requests for Information:

- Relevant documents are posted on, which may be downloaded from, the school's website or hard copies may be requested at a small charge.
- Parents/Carers and 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/Carers and 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 (1998) & GDPR 2018*.
- All requests for information should be made, preferably in writing, to the Executive Principal.
- 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 Parents' Evenings.
- reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans, TAC Meetings and SEND Annual Reviews.
- the SEN review process.
- through the school's Student Planner.
- representation on/by the Student Council.

Parents/Carers have Access to Information by:

- the regular reporting of their child's progress by written reports and progress checks from teachers.
- teachers' written comments in students' books/Student Planners/letters and emails to parents/carers and telephone conversations.
- talking to teachers and support staff at annual subject-based Parents' Evenings.
- Year 6 Parents' Information Evening.
- Guided Choices (Pathways/Options) Evening (for students selecting their KS4 courses).
- Form Tutors and HoSP direct contact with parents/carers.
- the school's website.
- by prior appointment to visit the school.
- specific requests for information (see above).
- through appointments with teachers (SEN reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans and the Common Assessment Framework).
- the main school Prospectus.
- SEN information to parents/carers: at reviews, along with printed documentation, as well as 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 Principal.

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/carers who have difficulty with standard forms of printed information.
- the school will also make information for parents/carers available in a range of different formats, should the need arise, whilst being aware of font size and legibility when producing written information. During Parents' Evenings and meetings of children's performance in school, details are confirmed to parents/carers how they can access information.
- the school will, if the need arises, aim to provide translation or interpreter services to ensure all parents/carers and students can access information.