Chiltern Edge School

Accessibility Policy (2016-2017)

Person responsible for Policy: Senior Leadership Team

Committee responsible for Policy: Resources Committee (incorporating Health & Safety)

Date To Governors: August 2016

Date Agreed: 6th February 2017

Review Due: September 2017 and annually thereafter

Is this Policy to appear on school website: Yes

Is this Policy to be displayed in Reception: Yes

Headteacher's Signature:	
	Date: 6 February 2017
Signature of Chair of the Governors:	
	Date: 6 February 2017

OXFORDSHIRE COUNTY COUNCIL
CHILDREN, YOUNG PEOPLE & FAMILIES
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This Access Policy pays due regard government law and local Oxfordshire 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 Oxfordshire County Council's Schools Accessibility Strategy 2006-2009); and it also incorporates aspects of the Chiltern Edge 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 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 and governors.

This Accessibility Policy - through detail in individual policies - therefore highlights key whole school aims for2016-2017.

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 (Teaching and Learning) and the Assistant Headteacher (Timetable and Curriculum) who lead the heads of curriculum faculties and monitor faculties' development plans.

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

- **School Development Plan**

- **Individual curriculum faculties' Development Plans**

- **Policy for the Curriculum -** this is currently being reviewed and is scheduled to be signed off in 2017**.**

- **Policy for Assessment -** this is currently being reviewed and is scheduled to be signed off in 2017**.**

- **Gifted and Talented Statement** (http://www.chilternedge.oxon.sch.uk/gate.html)

- **Special Educational Needs Policy (and also an SEN Information Report)**

- **Supporting Pupils with Medical Conditions Policy**

Principal features of Chiltern Edge School are:

- Within their teaching teams, Heads of Faculty / Department monitor students' progress, linked to a member of SLT for fortnightly meetings; and usually on an individual basis there are links with Heads of House 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/departments, Heads of House and members of the Senior Leadership Team. Interventions at subject level are recorded on RAP sheets and monitored at monthly CGG meetings of Heads of Subject and SLT as well as at department meetings. Similarly students' attendance is monitored by Form Tutors and Heads of House at House meetings and at Link meetings with a member of SLT fortnightly.

- In Year 7-9 students are usually taught in their mixed ability House 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 Tutor Groups, and identifying students in in need of bespoke curriculum provision lies with the Heads of House of each House group and is discussed at monthly House meetings. Heads of Department also address these at Department meetings.

- Progress Reviews (teachers' reports, three times each year) are reviewed by the Heads of House, 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 Strategic Information Manager sends to Heads of House and SLT the Currently Working At (CWA) record Sheet where every student's CWA and Target is shown and ranked according to how far on or off target they are. Heads of House then plan interventions as appropriate in conjunction with Form Tutors. All CWAs 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.

- Students are taught according to ability / aptitude in Maths, English and in Science from Year 7 onwards; there are tiered ability groups in English, Maths and Science, with broad banding in the option subjects in Years 10 and 11.

- There are guided choices for Year 9 students choosing Level 2 courses following discussions with students, parents, Learning Support, curriculum leaders and Heads of House. For students with particular learning or other needs more bespoke packages may be negotiated. All students have access to the English Baccalaureate basket of qualifications through the core and options system if that is their choice.

- In Years 10 and 11 the curriculum is increasingly personalised: students choose three options at GCSE/BTEC in addition to core subjects (English, Maths, Science and History or Geography-from 2017). Students identified at working significantly above the expected ability range in Maths also study Further Maths and the most able Scientists study 3 separate Science GCSEs. A small number of students, following discussions with them and their parents may spend more time on Maths and English rather than pursuing a GCSE in History or Geography. In this time they may also study for vocational certificates based upon their areas of interest.

- As standard, Science offers GCSE Core and Additional Science or separate sciences. From September 2016 GCSE students in Year 10 will follow Edexcel Combined Science (the equivalent of two GCSEs) or separate science, (the equivalent of 3 GCSEs). In Years 7 and 8 students follow a Programme of Study covering all aspects of Science. In Year 9 students are prepared for GCSE study and can also access additional teaching re-enforcing the curriculum covered in Years 7 and 8.

- The most able students are identified by prior attainment data, and are referred 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 In Years 7-9 are informed by reading and spelling tests and CATs for Year 7s (in July of Year 6). Literacy intervention is now primarily through the LEXIA system which is followed for part of each lesson for the lowest set group in English and also in more personalised small group sessions.

- 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, ASDAN course, 1:1 literacy and numeracy support. CSD has a bank of laptops available to support the literacy of selected students in mainstream lessons.

- As appropriate, vocational courses can be accessed by individuals. The Youth Award Scheme is a well-established element of the KS4 offer, supporting students' development of their social skills.

- Some Year 10 students have a work experience placement during their Year 10 linked to the Energise Project; for specifically identified students longer work experience placements are available.

- Students with medical needs, unable to access school full-time, are supported by the Curriculum Support Department and the Pastoral Team.

- 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 (Pastoral), working with the Pastoral team, tutors, School Counsellor and School Health Nurse. Outside professionals, such as the Educational Psychologist (EP), Behaviour Support Service (BSS), Multi-Agency Safeguarding Hub (MASH) and Primary Child & Adolescent Mental Health Service (PCAMHS), 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

Policy on supporting students with medical conditions in School

Behaviour Policy

Safeguarding & Child Protection Policy

Special Educational Needs Policy

Principal features of Chiltern Edge School are:

- Three Designated Child Protection staff on site, with developed links to Social Services and Reading and Oxfordshire & Buckinghamshire 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 HODs and the Senior Leadership Team

- Children who act as 'Young Carers' are identified and monitored (linked to county professionals). These pupils are offered support from the School Counsellor as standard

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

- STEPS (Inclusion Room) manage behaviour modification programmes for identified students (usually short-term interventions, but 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 with 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

- An *Adviza* professional, together with our Careers 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 transfer of Y6 students into Y7 (for tutor group placement, SEN initiatives, pre-transfer visits)

- School Counsellor works in school two days a week and liaises closely with PCAMHS and CAMHS

- Students have access to the School Nurse – a lunchtime drop-in health care provision for students of all ages if 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 / work generally in supporting students

- Pastoral staff and School Counsellors are able to give information and advice to parents on how to support their child as needed. Counsellors cannot, however, give details of specific conversations without students' permission.

- Support through CSD allows vulnerable pupils a base and encourages them to discuss any concerns they have

- Short and long term programs are offered through CSD to support social, emotional development

- Enrichment weeks and guest speakers allow for bespoke PSHE sessions tailored for specific year groups

- SEAL activities and vertical tutoring enables support among the pupils, across year groups, to develop without specific staff interventions

- Attendance is monitored daily and parents are contacted on the first day of absence. HOH liaise with pupils with lower attendance and support with the provision of work and reintegration packages

- Restorative Justice style meetings take place to resolve issues between pupils

- Exclusions are kept to a minimum – when returning from exclusion pupils are met 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 Premises 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 re-rooming to accessible accommodation.

The following policies support these aims:

- **Critical Incident Plan Equality Policy**

- **Facilities Development Plan**, within the **School Development Plan**

- **Fire Risk Assessments** and the **Fire Safety Action Plan**

- **Health and Safety Policy**

- **Lettings Policy / Transfer of Control Agreements OCC Assessed Needs Report**

Principal features of Chiltern Edge School are:

- the annual audit of each site, using Oxfordshire County Council's framework / guidelines, referring to The Access Needs Report and in consultation with occupational therapists

- health and safety issues identified and addressed on a continuous basis by a range of people within school - including The Health, Safety & Welfare Committee, teachers (activities, classrooms) and Heads of Faculties (departmental areas), 'common areas' (Premises Manager) 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)

- 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 Curriculum Support Department has the responsibility for ensuring that identified SEN students access all areas of the site within the health and safety guidelines

- outside professionals (for example, Occupational Therapists, the Oxfordshire Physical Disability Team, the Visual Impairment Team, Hearing Impairment, physiotherapists, Autism Outreach Service, Downs Syndrome 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 each site, 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 Strategic Information Manager and School 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 Parents' Evenings and Academic Review Evening

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

- the SEN review process

- through the school student planner

- 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 / letters and emails to parents; telephone conversations

- talking to teachers and support staff at annual subject-based Parents' Evenings, Academic Review Evenings and Termly Progress Reviews

- Year 6 information evening.

- Options Evening (for students selecting their KS4 courses)

- Tutors and Heads of House 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 (SEN reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child mechanisms)

- the Main School Prospectus

- SEN 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.