Holly Lodge High School

College of Science

Accessibility Policy 2018-2019

Date Adopted: _____

To be reviewed: _____

Signed by Governors: _____

Signed by Head Teacher: _____

Accessibility Policy 2018 - 2019

This Access Policy pays due regard government law and local Birmingham City 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.

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) 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 2018-19.

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 SENCo (RRC), who works in conjunction with the Deputy Head Teacher for Curriculum (NWI).

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

School Development Plan
Pupil Premium
Making and Feedback
Special Educational Needs Policy (and also an SEN Information Report)

Principal features of Holly Lodge High School are:

- Within their teaching teams Leaders of Learning monitor students' progress, linked to a member of SLT.

- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by teaching staff and the Senior Leadership Team.

- Progress is reviewed by the students' form tutor and subject staff; A range of staff contribute to tracking and documenting students' progress, to allow for appropriate interventions, evaluation and modification, as required. For example the Literacy and Numeracy intervention at KS3.

- There are guided choices for Y9 students choosing KS4 courses: discussions with students, parents and teaching staff. There is an options evening where all students are invited to attend.

- At Key Stage 5 students have access to a wide range of A levels and BTECs principally dependent on their prior educational attainment at KS4.

- More able students are identified by the More Able teaching staff with curriculum development and extension activities.

- There are various Personalisation interventions at KS4 to provide a differentiated and appropriate curriculum for identified students: these include English Booster after school and Maths 1:1 support.

- All Year 10 students have a work experience placement at the end of their Year 10; for specifically identified students longer work experience placements are available.

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

Section 2: Access to Pastoral support

The lead teacher monitoring this section of the Access Plan is the Assistant Head Teacher for Safeguarding and Pastoral DSO, the SENCo, Heads of Year, Key Stage Directors and Mentors. Outside professionals, such as the Educational Psychologist (EP), 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. All students are mentoring under the Pastoral Development Meetings which ensures that academic progress is closely monitored and liaised with parents.

The School's various separate policies contribute to supporting these aims:

Attendance Policy
Anti-Bullying Policy
Behaviour Management System
Behaviour for Learning Policy
Safeguarding and Child Protection Policy
Principal features of Holly Lodge are:

- Designated Child Protection staff with relevant training and links to Sandwell Council.

- 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 pastoral leaders/teaching staff/ Senior Leadership Team

- Children who act as 'Young Carers' are identified and monitored

- Pastoral system identifies, leads on and monitors individual students requiring enhanced support / monitoring

- The Personalisation Team is used to help the re-integration of school phobics and school refusers.

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

- The Careers and Work Experience team support students from Year 10 onwards with work-related learning and planning for the future.

- sustained and developed links to GPs and local NHS mental health services (CAHMS) closely informs support for specific students / work generally in supporting students. The school nurse also offers support to students as needed.

- Risk Assessments identify students who require enhanced monitoring through medical / mobility needs or behaviour issues.

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

Section 3: Site Accessibility

Responsibility for this section of the Access Plan lies jointly with the Principal and the School Business (not sure of this) 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:

Equality Policy

Fire Risk Assessments and the Fire Safety Action Plan

Principal features of Holly Lodge:

- The annual audit of each site, using Sandwell's Council's framework / guidelines, referring to The Access Needs Report. (Please see audit check lists)

- Health and safety issues identified and addressed on a continuous basis by a range of people within school - teachers (activities, classrooms) and Leaders of Learning (departmental areas) 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

- The medical condition of students affecting health and safety and site accessibility, compiled as a separate document by the school nurse , 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 Principal and related staff

- The Personalisation Team 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, the Visual Impairment Team, Hearing Impairment, physiotherapists, Inclusion Support) support the work of the school, and the integration of specific students within mainstream classes

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 policy on the staff code of conduct and Complaints.

Responses to requests for information

All school policies and other 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 Confidentiality Policy and/or the Data Protection Act

All requests for information should be made, preferably in writing, to the School Business Manager.

Any complaints should be addressed through the School's Complaints Procedure.

Information provided by the school

Students have access to information by:

- The regular reporting of students' progress by written reports from teachers and access to Class Charts.

- Feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings and Academic Review Day

- Reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans, the Sixth Form review process, and such like

- The SEN review process

- The Virtual Learning Environment (Moodle)

- Representation on/by the Student Council (Student leadership Forum)

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 Days and Termly Progress Reviews

- New Parents' evening

- KS5 post-16 Information Evenings

- Newsletters from the Principal.

- The school's website

- The annual School Report/School Profile

- Tours/talks to parents of new students

- By prior appointment to visit the school

- Specific requests or information (see above)

- Through appointments with teachers

- The Main School Prospectus, and the Sixth Form 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 ⬛⬛⬛⬛⬛⬛

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