

Whitecross Hereford: High School & Specialist Sports College

Policy: Accessibility Plan
Reviewed by: Staff and Finance
Reviewed on: June 2018
Approved by Full Board: 04 June 2018

This Access 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 SEN Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001

This Accessibility Policy is divided into four sections:

Section 1: Access to the Curriculum

Section 2: Access to Pastoral Support

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.

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 (Provision) who leads the development of our curriculum and timetable.

The following documents/policies support this aim:

- **The School Development Plan**
- **Special Educational Needs Policy**
- **Supporting Students with Medical Conditions Policy**
- **Assessment and Feedback Policy**
- **Pupil Premium Policy**
- **Curriculum Policy**

The principal features of Whitecross are:

- Our curriculum is developed in consultation with subject leaders to provide a broad and balanced curriculum that is accessible and appropriate for all students. The curriculum is personalised and based on student need in consultation with each student and their families.
- At Key Stage Four, students may choose from a wide range of options including vocational work placements and additional literacy and numeracy.

- Disadvantaged students are specifically targeted with additional support and intervention.
- High Starters are specifically targeted with additional support and intervention.
- In Key Stage Three, students are set according to ability in most subjects. These sets are carefully determined to ensure the curriculum is appropriate.
- Data on progress is collected routinely throughout the year and is used to identify underachieving students and provide intervention.
- All students are tested on arrival to identify any specific learning needs. Additional intervention in literacy and numeracy is provided where necessary.
- Students with specific medical needs or who may be unable to access the full curriculum are supported by the student services team.
- Show My Homework, Doodle and other learning platforms enable students to learn remotely if necessary

Section 2: Access to Pastoral support

The lead teacher monitoring this section of the Access Plan is the Deputy Headteacher (Provision), working with the Academy teams and student services. Outside professionals, such as the Educational Psychologist (EP), Behaviour Support Service (BSS), Multi-Agency Safeguarding Hub (MASH) and the Child & Adolescent Mental Health Service (CAMHS), who support the School, contribute additionally to this work.

The School's following 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**

The principal features of Whitecross are:

- Seven trained Designated Safeguarding Officers (DSL) with links to social services and the MASH team
- Pupil premium students are clearly identified and their progress tracked
- The Wave behaviour system and our behaviour policy proved an escalating programme of support and intervention
- Early identification of children with additional needs through our primary transition programme
- Student services provides additional support through study support
- Counselling is available for all students via our SLA with You Time
- Family support worker
- Inclusion coordinator works closely with external agencies
- Pastoral support plans for students at greatest risk of permanent exclusion
- Academy vertical tutor system supports students across all year groups providing mentoring and support from senior students
- The attendance team monitors attendance and ensures all students are accounted for each day. They also provide support and intervention where appropriate.

Section 3: Site Accessibility

Responsibility for this section of the Access Plan lies jointly with the Headteacher, the SENCo, the School Business Manager and the Facilities Manager on behalf of Integral and Stepnell.

The following policies support these aims:

- **Emergency Plan**
- **School Development Plan**
- **Fire Risk Assessments** and the **Fire Safety Action Plan**
- **Health and Safety Policy**

The principal features of Whitecross are:

- The school was opened in 2006 under a PFI contract. It is constructed to be fully accessible to all and includes: level surfaces throughout, a lift to the first floor, adaptable furniture for wheelchair access.
- A health and safety assessment is completed on an annual basis to review our provision. Health and safety including site access is monitored by the Staff and Finance sub-committee of the governing body of the school
- Risk assessments identify those students who require a Personal Emergency Evacuation Plan
- Medical conditions of staff which may have an impact on the work of the school are known and recorded on a need to know basis
- Medical conditions of students are monitored and checked by the student services team
- Outside agencies (for example: Occupational Therapy) support the work of the school in ensuring accessibility
- The student services team monitor the needs of students to ensure accessibility

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

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 directly from the school.

- Parents/students may request copies of student data via a subject access request. A small charge may 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 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
- the use of a number of online learning platforms including Show My Homework, Doodle, Mymaths and others

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
- Options Evening (for students selecting their KS4 courses)
- Contact via the academy pastoral system
- the school's website and social media outlets
- parent forums
- 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 School Prospectus
- SEN information to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of the school

Accessibility of information

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

- 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.
- The School will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access information.
- Through the school student planner
- Representation on/by the Student Council