



Accessibility Plan

Statutory Policy

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For public viewing

Link to other policies:

- Gifted and Talented Policy
- Special Educational Needs Policy
- Supporting Students with a Medical Need Policy
- Attendance Policy
- Drugs Policy
- Equality Policy
- Safeguarding and Child Protection Policy
- Sex and Relationships Policy

St. Wilfrid's C of E Academy
Accessibility Plan



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Rationale

This Accessibility Policy pays due regard to 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) and it also incorporates aspects of Saint Wilfrid's Church of England Academy Development Plan.

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

Section 1: Access to the Curriculum - for students

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 Academy 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.

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.

1. Access to the Curriculum

This section of the Access Plan is monitored by the Senior Vice Principal, Kirsty Coomber who leads on Learning and Teaching and monitors curriculum development plans. Aspects of the curriculum are also managed by other members of the Senior Leadership Team

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

Academy Development Plan

Individual curriculum Development Plans

Gifted and Talented Policy

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

Supporting Students with a Medical Need Policy

Principal features of Saint Wilfrid's Church of England Academy are:

- Within their teaching teams, Curriculum Leaders monitor students' progress, linked to a member of SLT; and usually on an individual basis there are links with Year Managers and the SEND Department to determine appropriate curriculum of specific students.

- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by curriculum areas and the Assistant Principal (Pupil Premium).
- At Key Stage 3 students are taught in sets based on ability; the composition of the groups is carefully determined from primary schools' data. English is taught in mixed ability classes.
- Data captures are reviewed by the Year Managers, Tutors and curriculum subject leaders; there is an SLT over-view of report-writing; a range of staff contribute to tracking and documenting students' progress, to allow for appropriate interventions, evaluation and modification, as required.
- Students are taught according to ability / aptitude in all Curriculum Areas at KS3; at Key Stage 4 students are taught in ability groups for Maths, Science and RE. They are taught in option groups for chosen curriculum subjects.
- Students choosing KS4 courses have discussions with a member of the Senior Leadership Team. These discussions may also include parents, Learning Support and curriculum leaders.
- At KS4 the curriculum is increasingly personalised: students choose three / four options at GCSE, in addition to core subjects (English, Maths, Science, IT, RE).
- 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 the transition period each year): individual and very small group (max 6 students) teaching in Learning Support for literacy; and reading and spelling boost interventions for specifically identified and monitored students. Interventions are also related to the Academy's literacy initiative of the Accelerated Reader programme.
- On-site vocational courses run for each Year group.
- Students with medical needs, unable to access academy full-time, are supported by the Learning Support Faculty and the authority provision
- Throughout KS4, and selectively for KS3 students, through whole academy data and Learning Support specialist testing, students are identified for Access Arrangements (exam concessions).
- The Learning Support Faculty manage sections of the curriculum for identified students (usually short-term interventions, but for a very few there can be longer-term interventions) including academy-refusers, students returning from academy after exclusion or from medical absence, or who are on part-time timetables due to documented medical reasons.

2. Access to Pastoral Support

The lead teacher monitoring this section of the Accessibility Plan is the Vice Principal working with the Pastoral team, Assistant Principals /SENCo, tutors, and Academy Health Nurse. Outside professionals, such as the Educational Psychologist (EP), Multi-Agency Safeguarding Hub (MASH) and Primary Child & Adolescent Mental Health Service (CAMHS), who support the Academy, 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 and a Student Support Worker is employed to work with each year group to help the students feel safe and secure in the Academy.

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

Attendance Policy

Drugs Policy

Equality Policy

Policy on supporting students with medical conditions in Academy

Positive Behaviour Policy

Safeguarding & Child Protection Policy

Sex and Relationships Policy

Special Educational Needs Policy

Principal features of Saint Wilfrid's Academy are:

- Designated Child Protection staff, with developed links to Social Services and Blackburn with Darwen 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 pastoral leaders and the Senior Leadership Team
- Children who act as 'Young Carers' are identified and monitored (linked to county professionals)
- Individual Behaviour Plans and Pastoral Support Plans monitor students' targets to impact on their behaviour
- County Educational Psychologists closely support the work of the academy, and of individual students, as required by their needs
- The academy links to the MASH relating to the Common Assessment Framework (CAF) and the Team Around the Child/Family (TAC/TAF) initiatives

- 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)
- Summer Academy for new Y7 students supports transfer
- Sustained and developed links to GPs and local NHS mental health services (CAHMS) closely informs support for specific students / work generally in supporting students
- Risk Assessments identify students who require enhanced monitoring through medical / mobility needs or behaviour issues.
- SEN locality working, linking Saint Wilfrid's Academy with primary feeder schools, and with the Local (Education) Authority
- Pastoral staff are able to give information and advice to parents on how to support their child as needed.

3. Site to Accessibility

Responsibility for this section of the Accessibility Plan lies jointly with the Assistant Principal/ SENCo and the Facilities Manager, with contributions from a range of professionals supporting the Academy and from individuals within the Academy.

Students, staff, parents and visitors to the Academy 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:

Fire Risk Assessments and the Fire Safety Action Plan
Health and Safety Policy
Lettings Agreement / Transfer of Control Agreements
Fire Safety Policy

Principal features of Saint Wilfrid's Church of England Academy are:

- the site accessibility will be monitored on an on-going basis and reviewed in response to any significant change.
- SEN Department to liaise with Facilities Manager regarding any relevant accessibility issues and work together to continually improve the environment with regard to accessibility

- health and safety issues identified and addressed on a continuous basis by a range of people within school - including The Business and Resources Committee , teachers (activities, classrooms) and Curriculum Leaders (departmental areas), 'common areas' (Facilities Manager and site staff) 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 Assistant Principal (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 Principal and related staff
- the Learning Support Faculty 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 Department, on a day-to-day basis, monitor individual students' accessibility to each site
- new buildings and modifications to existing will be designed with consideration for accessibility
- full evacuation practice within the first two weeks of Autumn term, followed by additional practices as deemed appropriate
- sufficient and suitable evacuation equipment e.g. EVAC chairs available at strategic locations on site. Site team to inspect and maintain equipment periodically.
- SEN Department to be trained in use of evacuation equipment periodically
- SEN Department to liaise with Facilities Manager regarding any relevant accessibility issues and work together to continually improve the environment with regard to accessibility

4. Access to information

This section of the Access Plan is monitored by the Principal, with support from the Academy's administration team. The academy 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 Academy has its own policy on Confidentiality and Complaints.

Responses to requests for information

- All Academy policies and other relevant documents are posted on, and may be downloaded from, the Academy 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 Academy.
- Any complaints should be addressed through the Academy's Complaints Procedure.

Information provided by the academy

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, the Sixth Form review process, and such like
- the SEN review process
- 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
- New Parents' (Y7) evening (September/October each year)
- Options Evening (for Y8 /Y9 students selecting their KS4 courses)
- Tutors and Year Managers contact with parents
- *Newsletter* - published every half term
- the Academy website
- the annual Academy Report/Academy Profile
- open mornings for parents of new students
- by prior appointment to visit the Academy
- specific requests or 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 Academy Prospectus, and the Sixth Form Prospectus
- SEN information to parents: at reviews, and with printed documentation, and from relevant professionals outside academy supporting the work of the academy

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

- the Academy website
- contact with professionals within the academy

- by written request to the Academy Manager

Accessibility of information

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

For example:

- the Academy 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 Academy 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 academy, details are confirmed to parents how they can access information
- the Academy will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access information
- the Academy's web site has a 'text only' facility to assist those with a visual impairment