



## **POLICY INFORMATION**     **STATUTORY (OTHER)**

Name of Policy/Procedure:    3 Year School Accessibility Plan 2022-25

Original date drawn up:        September 2016

Original date adopted:

Current version date:         September 2022

Review cycle:                  Every Three Years

Next review date:              **September 2025**

| <b>Reviewed by</b>       | <b>Date</b>    | <b>Approved</b>   |
|--------------------------|----------------|---|
| Durose/Postlethwaite     | March 2015     |   |
| Durose                   | November 2016  | LME 23 <sup>rd</sup> November 2016<br>FGB 5 <sup>th</sup> December 2016 |
| Athene Atkinson          | September 2019 | FGB Autumn 2019   |
| Nat Cross / Sarah Robson | September 2022 | FGB 7 <sup>th</sup> December 2022                                       |
|                          |                |   |

## Introduction

As a school we are committed to ensuring equality of opportunity for all. At Ruskin we are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The Accessibility Policy and Plan are drawn up in line with current legislation and requirements under the Equality Act 2010 and the Children and Families Act (2014) Part 3.

Since September 2002, the Governing Body has had three key duties towards students, under Part 4 of the DDA:

- not to treat students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for students with disabilities.

The Accessibility Policy is divided into four sections:

- Section 1: Access to the curriculum
- Section 2: Access to Pastoral support
- Section 3: Site Accessibility
- Section 4: Access to Information

The 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. Ruskin is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school documents:

- Special Educational Needs Policy
- Equal Opportunities
- Equality Policy and Objectives

## **Section 1      Access to the curriculum**

This section of the policy is monitored by the Deputy Headteacher (Curriculum), other senior leaders who, monitor and evaluate curriculum development plans.

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

### **Raising Attainment Plan (RAP)**

#### **Individual curriculum development plans**

#### **Curriculum Policy**

#### **Assessment Policy**

#### **Special Educational Needs Policy**

#### **Supporting Pupils with Medical Conditions Policy**

#### **Behaviour for Learning Policy**

- A range of learning resources are developed, and Curriculum Leaders review through self-evaluation. Adaptation is a key part of teachers' planning and delivery.
- Students classified as 'pupil premium' are identified, and their curriculum progress is tracked and supported by the Pupil Premium Lead, Curriculum Leaders, Year Achievement Managers and the SLT. Interventions at subject levels are recorded and monitored. Similarly students' attendance is monitored by Form Tutors, Year Achievement Managers, Attendance and Welfare Officer, EWO and SLT.
- Progress reports are reviewed by the Tutors, Year Achievement Managers, and Curriculum Leaders. A range of staff contribute to tracking and documenting students' progress, to allow for appropriate interventions, evaluation and modification, as required. All data is entered into SISRA and all teachers are able to view progress of their students. Curriculum Leaders, Year Achievement Managers and SLT monitor SISRA to identify emerging trends and to take appropriate action.
- At Key Stages 3 and 4, students are taught according to prior ability in Maths, English and Science from Year 7 onwards; at Key Stage 4 there are ability groups in English, Maths and Science, with broad banding in the option subjects.
- There are guided choices for Year 8 and 9 students choosing KS4 courses: discussions with students, parents, curriculum leaders and YAM's. KS4 is delivered over a 3 year programme.
- At Key Stage 4 the curriculum is increasingly personalised: students choose options at GCSE's, in addition to core subjects. The introduction of Progress 8 measures has influenced the curriculum model to maximise progress.
- The most able students are identified by prior attainment data and by subject with curriculum development, enrichment and extension activities made available to them in addition to a programme of support, mentoring and intervention.
- Equality is incorporated into the PSHCE programme to reduce and eradicate any discrimination.
- There are various interventions at KS3 and KS4 to provide an adapted and appropriate curriculum for identified students.
- As appropriate, vocational courses can be accessed by individuals.

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- Year 10s have work experience placement opportunities.
- Students with medical needs, unable to access school full time, are supported by home tutors and the Local Authority.
- Throughout KS4, through whole school data and Learning Support specialist testing, students are identified for Access Arrangements (exam concessions).
- Short term or longer term interventions are put into place for identified students including school-refusers, students returning after exclusion or medical absence or who are on part-time timetables due to documented medical reasons or long-term absence.
- Professional development opportunities are identified and specific training areas are given to staff throughout the academic year. These link into development plans and also respond to national initiatives.
- The SEN team ensure the curriculum is suitably tailored and all staff are aware of SEN arrangements.

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. Cheshire LA and other bodies support by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

## **Section 2: Access to Pastoral support**

The lead teacher monitoring this section of the Access Plan is the Headteacher, working with the Assistant Headteacher, YAM, SENCO, tutors, and associated teams.

Pastoral support enshrines the principles of Every Child Matters and aspects of the Social and Emotional Aspects of Learning (SEAL) agenda. Students across the Years have access to appropriate pastoral support from the Year Achievement Managers, who work with each year group to help the students feel safe and secure in school.

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

**Attendance Policy**

**Drugs Policy**

**Equality Policy**

**Policy on supporting students with medical conditions in school**

**Safeguarding and Child Protection Policy**

**Special Educational Needs Policy**

- There is a team of designated child protection staff on site, with developed links with Social Services and the local education authority teams.
- Cared for children are identified and monitored.
- Students classified as 'Pupil Premium' are identified and their curriculum progress is tracked by Heads of Departments, the Pupil Premium lead and the Senior Leadership Team.
- The Support Centre / SEN Hub manage behaviour modification programmes for identified students (usually short-term interventions, but for a very few there can be longer-term interventions).
- CAHMS and County Educational Psychologists closely support the work of the school, and of individual students, as required by their needs and within available resources.
- The school links to the Common Assessment Framework (CAF) and the Early Brokerage team around child/family initiatives.
- Careers and Work Experience team, support students from Year 7 onwards with work-related learning and planning for the future.
- Developed links with primary schools: early identification of individual students' needs, allowing for effective planning and support for transfer of Y6 students into Y7 (induction, SEN initiatives, tutor group placement).
- A School Counsellor works within the school two days a week.
- 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.
- Pastoral staff are able to give information to parents on how to support their child as needed. Counsellors cannot, however, give details of specific conversations without students' permission.
- Attendance is monitored daily and parents are contacted on the first day of absence. Attendance team liaise with lower attendance and support with the provision of work and reintegration packages.

### **Section 3: Site Accessibility**

Responsibility for this section lies jointly with the Headteacher / SENDCo, Business Manager 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**

**School Development Plan (RAP)**

**Health and Safety Policy**

**Lettings Policy**

- Annual audit of the site using the Council's guidelines and support.
- Accessibility report carried out and recommendations reviewed in line with reasonable adjustments that may be possible to carry out depending on the nature of the physical environment.
- Health and safety issues identified and addressed on a continuous basis by a range of people within the school – including the Environment Committee, Teachers (activities, classrooms) Curriculum Leaders (departmental areas), 'common areas' (Site Maintenance Team) and SLT in reviewing the procedures and activities.
- Risk assessments are written and reviewed as required.
- The medical condition of students affecting health and safety and site accessibility, compiled as a separate document by the SENDCo, is circulated to staff in school on a need to know basis.
  - Risk Assessments are done by Michael Vitalis (DSL)
  - SEND register medical information
- The medical conditions of staff affecting health and safety on site accessibility are known on a need to know basis by the Headteacher and related staff.
- Outside professionals support the work of the school, and the integration of specific students within mainstream classes.
- The SEN Team on a day to day basis monitor individual students' accessibility to each site and complete sensory profiling where needed

#### **Section 4: Access to information**

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 regards 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 Equality Act 2010**

**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
- reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans,
- 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 and Termly Progress Reviews
- Year 6 information evening.
- Options Evening (for students selecting their KS4 courses)
- Tutors and Year Achievement Managers contact with parents
- the school's website

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- 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.