

**Tadcaster Grammar School**



Toulston, Tadcaster, LS24 9NB

# ACCESSIBILITY PLAN

Toulston



## **Accessibility Plan 2015-2016**

This Access Policy pays due regard to government law and local North Yorkshire 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 Disabilities Discrimination Act of 1995, the SEN and Disability Act 2001, and it also incorporates aspects of Tadcaster Grammar School's 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 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 2015-2016, summarising the provision across 11-18.

The Policy is reviewed every 3 years by the senior leadership team, with individual responsibilities from 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 (Curriculum) who leads the Faculty Leaders, and monitors faculties' development plans. Aspects of the curriculum are also managed by 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.

### **School Development Plan**

#### **Individual Faculties' Development Plans**

#### **Policy for Assessment**

#### **Special Education Needs Policy (and also and SEN Information Report)**

#### **Supporting Students with Medical Conditions Policy**

#### **Principle features:**

- With their teams, Faculty Leaders/Key Stage Leaders monitor students' progress, linked to a member of SLT; and usually on an individual basis there are links with House Leaders and the Care and Guidance Team to determine the appropriate curriculum of specific students.
- Children classified as disadvantaged and eligible for Pupil Premium funding are identified, and their curriculum progress is tracked and supported by the Pupil Premium Leader, Faculties and the Senior Leadership Team (through 'floodlight' meetings)
- At KS3 students are largely taught in their mixed ability groups. The composition of groupings (including placing students in Vertical Tutor groups) is carefully determined (from primary schools' data and can include information from parents) at the beginning of Year 7. Monitoring student progress and ensuring appropriate academic demands lies within each Faculty but House Leaders have overall oversight.
- Progress reviews (teachers' reports, three times each year) are reviewed by the House Leaders, Student Development Team, Tutors and Subject Leaders. A range of staff contribute to tracking and documenting students' progress, to allow for appropriate interventions, evaluation and modification, as required.
- At KS3 students are taught according to ability/aptitude in Maths, Science and English and Languages (from Year 8 onwards); this continues in to KS4 for the core subjects although at times more mixed groups are created if this is most appropriate for the cohort.
- There are guided choices for Y9 students choosing KS4 courses; discussions with students', parents, Learning Support and Subject Leaders that will also include Foundation Learning (see below). Vulnerable learners are offered additional support for their Lead Professional.
- At KS4 the curriculum is increasingly personalised: students choose three subjects as options, in addition to core subjects (English, Maths, Science and RE). Students are grouped by ability in the core subjects.

- At KS5 students have access to a level 3 curriculum, principally dependent on their prior educational attainment at KS4.
- Most able students are identified by their teachers who ensure curriculum development and extension activities.
- Data from primary school as well as results from an Access Reading Test administered to all students on entry and then again in Year 9, inform differentiated mainstream classroom teaching and Learning Support interventions, together with information from parents, students and professionals.
- There are an array of Learning Support interventions at KS3: individual school based tuition, small group teaching in Learning Support for literacy, numeracy and SEAL (Social, Emotional Aspects of Learning); peer mentoring 'Reading Leaders'; and reading and spelling through Toe by Toe and Units of Sound are offered to specifically identified and monitored students. Interventions are also related to the Library's literacy initiative, Accelerated Reading Programme in Year 8 and Year 9.
- There are various Learning Support interventions at KS4 to provide a differentiated and appropriate curriculum for identified students: these include Entry Level English and Maths, a Vocational Life Skills option, AQA Unit Awards, targeted Study Skills and Revision Sessions with the school's dyslexia teacher, and opportunities for catch up and consolidation with keyworkers.
- A range of on-site/off-site vocational courses, including the Certificate of Personal Effectiveness from Year 9 support students' development of their social skills.
- All Year 12 students have a work experience placement at the end of their Year 12. For specifically identified students in Year 11 longer work experience placements are available.
- Students with medical needs, unable to access school full-time, are supported by the Learning Support Team and Student Development Team.
- Throughout KS4, and selectively for KS3 students, through whole school data and specialist testing, students are identified for Access Arrangements (exam concessions).
- Where appropriate, assistive New Technologies are made available to students for use in their lessons or at home. These are also utilised to assist in exam situations where they are required by students.
- The Learning Support Team, within its Inclusion Centres (Literacy Base, Numeracy Base, Student Development Centre and Rose Cottage (the school's base for students with Autistic Spectrum Condition) manage sections of the curriculum for identified students (usually short term interventions, but for a very few there can be longer- term interventions) including those with significant and or complex special educational needs, school-refusers, students returning from school after exclusion or from medical absence, or who are on part-time timetables due to documented medical reasons.

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

The lead teacher monitoring this section of the Accessibility Plan is the Deputy Headteacher (Care and Guidance), working with the Care and Guidance Team, the Assistant Headteacher/SENCo, tutors and School Health Nurse. Outside professionals and agencies, such as the Educational Psychologist (EP), Child and Adolescent Mental Health Service (CAMHS), the local authority's Prevention Team, who support the School, contribute additionally to this provision.

Pastoral support is central to the principles of our school's Culture of Excellence, as well as Every Child Matters and aspects of Social and Emotional Aspects of Learning (SEAL). Students across all the Key Stages have access to appropriate pastoral support dependent on their age and specific and individual needs. The school is committed to knowing all our students well as individuals. To this end our universal provision sees students receive pastoral support from their tutor, additional support is available from the House Leader, who works with their dedicated Student Development Leader, whose primary purpose is assist tutors and House Leaders in ensuring students feels safe and secure in school. Additionally pastoral support is available for Key Stage Five students and Year 7 students, as it is recognised at these points of school life – more specialist support is important.

The school's various separate policies supporting these aims are:

**Attendance Policy**

**Anti- Bullying Policy**

**Confidentiality Policy**

**Drugs and Substances Policy**

**Dyslexia Policy**

**E-Safety Policy**

**Equality Policy**

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

**Behaviour Management Policy**

**Safeguarding & Child Protection Policy**

**Sex and Relationships Policy**

**Special Educational Needs Policy**

**Principle features:**

- A team of staff with Designated Senior Person (Child Protection) training, overseen by the Deputy Head Care and Guidance. The team has developed links with Children's Social Care, across various localities and North Yorkshire local education authority teams.
- Looked After Children are identified, monitored and assigned a Lead Professional, who is the main point of contact for carer and outside agencies. They lead on the statutory input that is required.
- Children classified as disadvantaged and eligible for Pupil Premium funding are identified and their curriculum progress and well-being is tracked or monitored by their Lead Professional, Pupil Premium Leader, House Leaders and the Senior Leadership Team.
- Children who act as 'Young Carers' are identified , monitored and offered support in school and from the Young Carers Service.
- Students known to or working with outside agencies are monitored by the 'Stay Safe' list. Their support is reviewed three times a year at multiple agency meeting. Pastoral Updates detail the enhanced support and monitoring needed for students, often requiring additional pastoral support in school.
- The Student Development - Behaviour Team, along with professionals within the Learning Support Faculty manage behaviour modification programmes (linking to SEAL) for identified students, these are usually short term interventions. For a very few there can be longer term

interventions, including those with SEN (social, emotional and mental health), school refusers, students returning from school after exclusion or from medical absence.

- Through the Inclusive Educational Service (Core and Traded Activity) the school's Educational Psychologist offers support the work of the school and of individual students, as required by their needs.
- The school is supported by the local authority's Prevention Team who work with students often referred through the Common Assessment Framework (CAF) and the Team Around the Child/Family (TAC/TAF) initiatives. They offer intensive support to students and their families both in and outside of school.
- Our Careers Advisor and Vocational Skills Co-ordinator support students from Year 9 onwards with work related learning and bespoke IEG.
- Developed links and transition programmes with our many primary partnership schools, led by the school's Transition Manager, allow for early identification of individual students' needs and effective planning and support for transfer of Yr 6 students into Yr 7.
- Our Partnership Team deliver a wide range of activities and projects throughout the holiday periods for all young people. During the summer holidays they run a Summer School, which is partially funded by the DfE targeting vulnerable young people. In addition there is a 2 day Success into Secondary programme which runs during the last week of the holidays to assist with transition from Year 6 to Year 7. The programme is offered in partnership with other providers and the STAR Alliance. The team also offer a range of family learning experiences and opportunities throughout the year.
- School based Occupational Therapist – who offers 1:1 support and counselling.
- Students have access to a Student Development Team for pastoral care. There is also a lunchtime drop in health care provision for students of all ages, staffed by our School Health nurse. (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 Health Nurse service.
- Sustained and developed links with local GP's and NHS mental health services (CAMHS) closely informs the support for specific students.
- Risk Assessments identify students who require enhanced monitoring, including medical/mobility needs or behaviour issues.
- SEN locality working through the STAR (Sherburn, Tadcaster and Rural Alliance) links the school with its primary feeder schools.
- Support and guidance is offered to staff and students from the Rubicon Centre (PRS Selby).
- The Student Development Team and Learning Support specialists are able to give information and advice to parents on how to support their child as needed. This includes running specialist workshops.
- Staff have access to counselling services provided by the local authority's Staff Care Network.

### **Section 3 – Site Accessibility**

Responsibility for this section of the Access Plan lies with the Business Manager and Assistant Headteacher/SENCo, 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**

#### **School development Plan**

#### **Fire Safety Action Policy**

#### **North Yorkshire County Council Health and Safety Policy**

#### **Letting Policy/Transfer of control Agreements**

#### **OCC Assessed Needs Report**

#### **Tadcaster Grammar School – Policy on Security and Health and Safety of the Premises and Buildings**

#### **Safeguarding – section 6&7 (Premises and Health and Safety)**

#### **Principle features of Tadcaster Grammar School are:**

- Health and Safety Inspection Team visits termly 3 x a year. Site and premises strategy updated annually.
- Health and safety issues identified and addressed on a continuous basis by a range of people within school – including The Resources Committee, teachers (activities, classrooms) and Faculty Leaders, ‘common areas’ Business 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 student and where significant risks have been identified.
- Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability.
- The medical conditions of students affecting health and safety and site accessibility, is assessed by relevant staff including School Nurse, as required and 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.
- Outside professionals (for example, Occupational Therapists, the NYCC Physical Medical Disability Team, physiotherapists, Autism Outreach Service, SLD Outreach, Speech and Language Service), support the work of the school, and the integration of specific students within mainstream classes.
- The Student Development Manager on a day-to-day basis, monitor individual students’ accessibility.

#### **Section 4: Access to Information**

This section of the Access Plan is monitored by MDU, 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 Confidentiality 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.
- Parents/students may request copies of student record files, including paper and electronic files.
- 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 Headteacher, Mr M Sibley.
- 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.
- Feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings.
- Reviews from enhanced monitoring through additional meetings held by Lead Professionals
- The Virtual Learning Environment
- 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 the student's books/planners/letters and emails to parents; telephone conversations.
- Talking to teachers and support staff at annual subject-based Parents' Evenings, Meet the Tutor and Termly Progress Reviews.
- New Parents' (Y7) evenings (September/October each year).



- Options Evening (for Y9 students selecting their KS4 courses).
- KS5 post-16 Options Evening (for Y11 students selecting their AS courses).
- Tutor's and other Lead Professional's contact with parents.
- A regular Headteacher's Newsletter
- The school website
- The annual School report
- Open mornings for parents of perspective students.
- By prior appointment to visit the school.
- Specific requests or information (see above)
- Through appointments with teachers (SEN reviews, Pastoral Support Plans, the Common Assessment Framework and the Team around the Child mechanisms).
- 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 Senior Leaders in 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.

For example:

- The school will seek support for outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students of parents who have difficulty with standard forms of printed information.
- The school will make information for parents available in a range of different formats, should the need arise, and will 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 need arises, aim to provide translation or interpreter services to ensure all parents/students can access information.