



ACCESSIBILITY POLICY 2021-2022

Approved By Headteacher on behalf of the Governing Body with
effect from 1st January 2021

Prepared by: Mrs C Spicer

Signed by Headteacher 

Due for Renewal 1st January 2022

All of our policies are directly derived from our Mission Statement;

“Our Lady & St John Catholic College aims to be a caring Catholic Community centred on Christ, so as to fully develop the Gifts and talents of each person in order to love and serve God, others and themselves.”

This Access Policy pays due regard government law and local BWD directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links into 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 - for students

Section 2: Access to Pastoral Support - includes the principles of past diocese,

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.

This Accessibility Policy - through detail in individual policies - therefore highlights key whole school aims for 2021-2022..

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 Assistant Headteachers who lead the subject curriculum and monitors faculty development plans.

Students across the Key Stages have an appropriately adapted curriculum to fit their needs. The following documents/policies support this aim:

- **School Improvement Plan**
- **Faculty development plan**
- **Subject Curriculum plan**
- **Policy for Assessment**
- **Special Educational Needs Policy (and a SEND Information Report)**
- **Supporting Pupils with Medical Conditions Policy**

Principal features of Our Lady and St John Catholic College are:

- Within their teaching teams, Heads of Faculty / Subjects monitor students' progress, linked to a member of SLT for fortnightly meetings; and usually on an individual basis there are links with Heads of Year to determine appropriate curriculum of specific students.

- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by curriculum faculties/departments and members of the Senior Leadership Team. Student's attendance is monitored by Form Tutors and Heads of Year at Year meetings and at Head of Year meetings with the Assistant Headteacher - Pastoral
- In Year 7 students are taught in mixed ability groups. In year 8-11 students are taught in ability groups.
- Students are taught according to ability / aptitude in Maths, English and in Science from Year 8 onwards; there are tiered ability groups in English, Maths and Science, with broad banding in the option subjects in Years 10 and 11.
- There are guided choices for Year 9 students who may need more support to choose their option path. For students with particular learning or other needs more bespoke packages may be negotiated.
- In Years 10 and 11 the curriculum is increasingly personalised: students choose three options at GCSE/BTEC in addition to core subjects (English, Maths, Science and History or Geography).
- The most able students are identified by prior attainment data. Adaptations are made within the curriculum to develop these pupils' skills further through, enrichment and extension activities made available to them in addition to a programme of support, mentoring, and intervention.
- Learning Support interventions by teaching assistants in Years 7-9 are informed by reading and spelling tests.
- At KS4 1:1 literacy and numeracy support also takes place as well as exam support for some children. A bank of laptops will be available to support the literacy of selected students in mainstream lessons.
- Pupils receive appropriate resources to ensure that they can access the curriculum – coloured overlays and reading pens where applicable.
- As appropriate, vocational courses can be accessed by individuals.
- Students with medical needs, unable to access school full-time, are supported by the SEND and SEMH team along with the pastoral team.
- Throughout KS4, and selectively for KS3 students, through whole school data and Learning Support specialist testing, students are identified for Access Arrangements (exam concessions)

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Section 2: Access to Pastoral support

The lead teacher monitoring this section of the Access Plan is the SENDCo, Pastoral team, tutors, School Counsellor and School Health Nurse. Outside professionals, such as the Educational Psychologist (EP), Children's social care (CADS) and Child & Adolescent Mental Health Service (ELCAS), who support the school, contribute additionally to this work.

Pastoral support enshrines the principles of students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs.

The School's various separate 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**

Principal features of Our Lady & St John Catholic College are:

- Four Designated Child Protection staff on site, with developed links to Social Services and BWD local education authority teams
- Looked After Children (LAC/CIOC) are identified and monitored (linked to professionals and following LEA guidelines) with a designated person.
- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by HOFs and the Senior Leadership Team
- Children who act as 'Young Carers' are identified and monitored (linked to LEA professionals).
- Pen portraits and risk assessments where needed are used to monitor pupils.
- SEMH deliver interventions. These interventions are usually short-term interventions, but for a very few there can be longer-term interventions. Long term interventions may be in place for some pupils including school-refusers; as an alternative to exclusion; students returning from school after exclusion or from medical absence.
- Educational Psychologists closely support the work of the school with individual students, as required by their needs.
- The school links to the MASH relating to the Common Assessment Framework (CAF) and the Team Around the Child/Family (TAF) initiatives
- Our Careers and Work Experience Co-ordinator, supports students from Year 9 onwards with work-related learning and planning for the future, advice is given via New Directions.
- Developed links with primary partnership schools: early identification of individual students' needs, allowing for effective planning and support transfer of Y6 students into Y7 (for tutor group placement, SEND initiatives, pre-transfer visits).
- School Counsellor works in school and liaises closely with external support agencies.
- Students have access (Non Covid) to the School Nurse – a lunchtime drop-in health care provision for students of all ages if 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 with the School Counsellor or School Health Nurse.
- Links to GPs and local NHS mental health services (ELCAS) closely informs support for specific students / work generally in supporting students. School also has links with the MHST team and pupils can access support from them within school following a pastoral referral.

- Pastoral staff and School Counsellors are able to give information and advice to parents on how to support their child as needed. Counsellors cannot, however, give details of specific conversations without students' permission.
- Support through school counsellor allows vulnerable pupils a base and encourages them to discuss any concerns they have
- Short and long term programmes are offered through CBT based therapy to support social, emotional development
- Specialist support for Social and Emotional difficulties within a Learning Support Centre.
- Guest speakers allow for bespoke PSHE sessions tailored for specific year groups
- CBT based activities enables support among the pupils, across year groups, to develop without specific staff interventions
- Attendance is monitored daily and parents are contacted on the first day of absence. HOY/liaise with pupils with lower attendance and support with the provision of work and reintegration packages
- Restorative Justice style meetings take place to resolve issues between pupils
- Exclusions are kept to a minimum – when returning from exclusion pupils are met and expectations re-established before returning to lessons

Section 3: Site Accessibility

Responsibility for this section of the Access Plan lies jointly with the Headteacher/SENDCo and the Site 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**
- **Fire Risk Assessments** and the **Fire Safety Action Plan**
- **Health and Safety Policy**
- **Lettings Policy / Transfer of Control Agreements OCC Assessed Needs Report**

Principal features of OLSJ are:

- The annual audit of each site, using BWD framework / guidelines, referring to The Access Needs Report and in consultation with occupational therapists

- Health and safety issues identified and addressed by the premises manager.
- Risk assessments are written principally for two purposes: for activities and 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 conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Headteacher and related staff
- The Learning Support Department 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 Visual Impairment Team, Hearing Impairment advisory teacher, ASD advisory teacher, Speech and Language advisory teachers) support the work of the school and provide strategies for teachers to implement in their adaptation of the curriculum.
- The SENDCo, Staff and Teaching Assistants , on a day-to-day basis, monitor individual students' accessibility to each site

Section 4: Access to Information

This section of the Access Plan is monitored by the Strategic Information 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)
- GDPR Regulations (2016)
- 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 website 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 and Academic Review Days
- Reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans, TAC Meetings.
- 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.
- Year 6 information evening.
- Options Evening (for students selecting their KS4 courses)
- Form Tutors and Heads of Year contact with parents
- The school's website
- Open mornings for parents of prospective new students
- By prior appointment to visit the school
- Through appointments with teachers (SEND reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child mechanisms)
- The Main School Prospectus
- SEND 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. Sign language interpreters can also be arranged.
- 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.