

Diss High School

Accessibility Policy

Updated Annually

This Access Policy is adopted and reviewed by the governing body and takes into account government law and Diss High School directives, including:

- the Equality Act (2010)
- the Children and Families Act (2014) Part 3 which links in to the Special Educational Needs and Disability Code of Practice: 0 – 25 years (2015)

and to past legislation, including:

- the Disability Discrimination Act of 1995
- the SEN and Disability Act 2001);

and it also incorporates aspects of Diss High School's School Improvement Plan.

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

Section 1: Access to the Curriculum - for students

Section 2: Access to Pastoral Support - 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 staff and governors.

The Policy is reviewed each year by the senior leadership team.

Section 1: Access to the Curriculum

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

School Improvement Plan

Individual Subject Development Plans

Policy for the Curriculum

Policy for Assessment

Gifted and Talented Policy

Special Educational Needs and Disability Policy

Medical Conditions Policy

Principal features of Diss High School are:

- Within their teaching teams, Heads of Department monitor students' progress, linked to a member of SLT; and usually on an individual basis there are links with Heads of Years to determine appropriate curriculum of specific students.
- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by Heads of Department and the Senior Leadership Team.
- At Key Stage 3 students are taught in groups which are loosely set; the composition of the groups is carefully determined (from primary schools' data and can include information from parents) at the beginning of Year 7; monitoring Tutor Groups, curriculum development and academic demands lies with the Heads of Years of each Year group.
- Progress Reviews (teachers' reports, three times each year) are reviewed by the Heads of Year, Tutors and Heads of Departments; a range of staff contribute to tracking and documenting students' progress, to allow for appropriate interventions, evaluation and modification, as required.
- At Key Stage 4 there are high ability groups in English, Maths and Science, with broad banding elsewhere.
- There are guided choices for Y9 students choosing KS4 courses. Discussions with students, parents, SENCO and Heads of Department take place to help identify the best choices for students.
- At Key Stage 4 most students choose four options at GCSE, in addition to core subjects (English, Maths, Science and IT). As part of their choices most students will study a Language and either History or Geography. Where students are identified as needing a more personalised curriculum appropriate courses are in place to support this.
- At Key Stage 5 students have access to a broad curriculum, principally dependent on their prior educational attainment at KS4. Level 3 vocational courses include BTEC Business Double Award; BTEC IT; Diploma in Finance; Diploma in Medical Sciences and BTEC Health and Social Care Double Award.
- Most able students are identified by their teachers to the Gifted and Talented Co-ordinator, with curriculum development and extension activities offered through the additional studies programme.
- Data from primary schools and reading and spelling tests 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 for Year 7s (in September each year). This includes: individual and very small group teaching in Learning Support for literacy; reading and spelling boost interventions for specifically identified and monitored students.
- There are various Learning Support interventions at KS4 to provide a differentiated and appropriate curriculum for identified students

- A range of on-site vocational courses, including ASDAN support students' development of their social skills.
- Students with medical needs, unable to access school full-time, are supported by the Learning Support Faculty and the county's home tutors.
- Throughout KS4, and selectively for KS3 students, through whole school data and Learning Support specialist testing, students are identified for Access Arrangements (exam concessions).

Senior Leaders in conjunction with the Heads of Year and SENCO manage sections of the curriculum for identified students (usually short-term interventions, but for a very few there can be longer-term interventions) including 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 Access Plan is the Assistant Headteacher (Pastoral), working with the Pastoral team, SENCo, tutors, School Counsellor, Youth Link workers, PCSO and School Health Nurse. Outside professionals, such as the Educational Psychologist (EP), Behaviour Support Service (BSS), Multi-Agency Safeguarding Hub (MASH) and Child & Adolescent Mental Health Service (CAMHS), who support the School, 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.

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

Attendance Policy

Behaviour Policy

Bullying Policy

EAL Policy

Medical Conditions Policy

Health & Safety Policy

Preventing Extremism & Radicalisation Policy

Sex and Relationships Education Policy

Special Educational Needs Local Offer

Whole-School Safeguarding Policy

Principal features of Diss High School are:

- Designated Child Protection staff with developed links to Social Services and Norfolk County Council 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.
- Pastoral Support Plans monitor students' targets to impact on their behaviour, together with the work of multi-agency meetings as required.
- Attendance Support Plans monitor students' targets to impact on their attendance, together with the work of multi-agency meetings as required. This can also involve the Fasttrack process.
- Educational Psychologists closely support the work of the school, and of 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 (TAC/TAF) initiatives.
- Our Careers Co-ordinator supports students from Year 10 onwards with work-related learning and planning for the future.
- 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 Fun Day School for new Y7 students supports transfer.
- School Counsellors and Youth Link Workers work with identified students.
- Risk Assessments identify students who require enhanced monitoring through medical / mobility needs or behaviour issues.

- SEN locality working, linking Diss High School's School with primary feeder schools, and with the Local Authority.

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.

Section 3: Site Accessibility

Responsibility for this section of the Access Plan lies jointly with the Headteacher/SENCo and the School Business 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 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

Premises Improvement Plan, within the School Improvement Plan

Fire Risk Assessments and the Fire Safety Action Plan

Health and Safety Policy

Lettings Policy

What we do:

- termly site inspections using the HSE template
- health and safety issues identified and addressed on a continuous basis by a range of people within school - including The Health, Safety & Committee, teachers (activities, classrooms) and Heads of Department (departmental areas), 'recreational areas' (Business Manager/Site Officer) 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 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 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 support the work of the school, and the integration of specific students within mainstream classes
- the SENCo, on a day-to-day basis, monitors individual students' accessibility to each site

Section 4: Access to Information

This section of the Access Plan is monitored by the School 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)

and other legislation that provides a right of access

In addition the School has its own policy on 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 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 School Manager.

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 Individual Behaviour Plans, Pastoral Support Plans, the
- Sixth Form review process,
- 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 / letters and emails to parents; telephone conversations
- teachers feedback in students' online planners
- talking to teachers and support staff at annual Parents' Evenings
- New Parents' (Year 7) evening (September each year)

- Options Evening (for Year 8 students selecting their KS4 courses)
- Sixth Form Open Evening (for Y11 students selecting their Sixth Form courses)
- 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, 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 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.