CAMS HILL SCHOOL
ACCESSIBILITY POLICY & PLAN
2021 - 2024

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Introduction

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 (1995), the SEN and Disability Act (2001), and it also incorporates aspects of the Cams Hill School Improvement Plan.

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

Section 1: Access to the Curriculum - for pupils**;**

Section 2: Access to Care Guidance and Support - includes guidance from outside professionals such as the Educational Psychologist (EP), Inclusion Support Services (ISS), Multiagency Safeguarding Hub (MASH) and Primary Child & Adolescent Mental Health Service (CAMHS) – for staff, parents/carers and pupils;

Section 3: Site Accessibility - for staff, parents/carers, pupils and the community;

Section 4: Access to Information - for staff, parents/carers, pupils 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 (SLT) and Governors.

This Accessibility Policy, through detail in individual policies, highlights key whole school aims for 2021-2024.

The policy will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary 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 Headteacher (Teaching & Learning and Curriculum) and the Assistant Headteacher (Timetable)) who, along with other members of the Senior Leadership Team, lead the Curriculum Leaders and monitor departments' development plans.

Pupils across the key stages have an appropriate (differentiated and personalised) curriculum to fit their needs. The following documents/policies support this aim:

- Assessment Policy;
- Curriculum Policy;
- Individual curriculum departments' development plans;
- Medical Policy;
- Most Able Children Policy;
- School Improvement Plan priorities;
- Special Educational Needs Policy (and also an SEN Information Report).

Principal Features of Cams Hill School

- Within their teaching teams, Curriculum Leaders monitor pupils' 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 an appropriate curriculum for specific pupils.

- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by the Pupil Premium Co-ordinators, curriculum departments, Heads of Year and members of the Senior Leadership Team. Interventions at subject level are recorded on RAP sheets and monitored at monthly meetings of Middle Leaders and SLT as well as at department meetings. Similarly, pupils' attendance is monitored by the Attendance Officer, Tutors and Heads of Year at attendance meetings and at Link meetings with a member of SLT fortnightly.

- In Years 7-9, pupils are usually taught in mixed ability groups and streamed in some core subjects; the composition of the groups is carefully determined (from primary schools' data and can include information from parents/carers) at the beginning of Year 7. Monitoring each of the groups, rearranging where necessary and identifying pupils in need of bespoke curriculum provision lies with the Heads of Year and is discussed at regular Line Management meetings. This item also features on the agenda for Curriculum Leaders' meetings.

- Progress Reviews (teachers' reports and assessment tracking) are reviewed by the Heads of Year, Tutors, Curriculum Leaders, curriculum subject leaders and SLT; a range of staff contribute to tracking and documenting pupils' progress, to allow for appropriate interventions, evaluation and modification, as required. At each assessment point for each year group, the data is sent to Heads of Year and SLT. Heads of Year and Curriculum Leaders then plan interventions as appropriate in conjunction with tutors. All KS4 data is entered into SISRA Analytics (data analysis system) and all teachers are able to view the progress of their pupils. Whole school tracking tables are also updated at assessment points and sent to SLT and Curriculum Leaders to identify emerging trends and take appropriate action.

- Pupils are taught according to ability and aptitude in Maths. Science and Business Information & Communication Technology (BICT) from Year 7 onwards; with broad banding in the option subjects in Years 10 and 11.

- There are guided choices for Year 9 pupils choosing Level 2 courses following discussions with pupils, parents/carers, Learning Support, Curriculum Leaders and Heads of Year. For pupils with particular learning or other needs, more bespoke packages may be negotiated.

- In Years 10 and 11 the curriculum is increasingly personalised: pupils choose three options at GCSE/Level 2, in addition to core subjects (English, Maths, Science and Religious Studies). Pupils identified as working significantly above the expected ability range in Maths also study Further Maths and the most able scientists study three separate Science GCSEs.

- As standard, Science offers GCSE Combined Science or Separate Sciences. In Years 7 and 8, pupils follow a programme of study covering all aspects of Science. In Year 9, pupils are prepared for GCSE study and can also access additional teaching, reinforcing the curriculum covered in Years 7 and 8.

- The most able pupils are identified by prior attainment data, and are referred by subject teachers to the Most Able Co-ordinator, with curriculum development, enrichment and extension activities made available to them in addition to a programme of support, mentoring and intervention.

- Data from primary schools, reading and spelling tests inform differentiated mainstream classroom teaching and Learning Support interventions, together with information from parents/carers, pupils and professionals.

- Learning Support interventions in Years 7-9 are informed by reading and spelling tests and, for Year 7, Literacy intervention is managed by the Learning Support Department and English Department.

- There are various Learning Support interventions at Key Stage 4 to provide a differentiated and appropriate curriculum for identified pupils, including 1:1 literacy and numeracy support. The Learning Support Department has equipment available, eg laptops, to support the literacy of selected pupils in mainstream lessons.

- As appropriate, vocational courses can be accessed by individuals.

- The majority of Year 10 pupils have a work experience placement during Year 10 and, for specifically identified pupils, longer work experience placements are available.

- Pupils with medical needs, unable to access school full-time, are supported by the Care Guidance and Support Team.

- Throughout Key Stage 4, and selectively for Key Stage 3 pupils, through whole school data and Learning Support specialist testing, pupils are identified for Access Arrangements (exam concessions).

- The Nexus Academy manages sections of the curriculum for identified pupils (usually short-term interventions, but for a very few there can be longer-term interventions) including school refusers, pupils returning to school after exclusion or from medical absence, or who are on part-time timetables due to documented medical reasons or long-term absence.

Section 2: Access to Pastoral Support

The Senior Leader monitoring this section of the Access Plan is the Assistant Headteacher (Pupil Culture, Inclusion, Standards, Progress and Achievement), working with the Care Guidance and Support team, Nexus Academy staff, Tutors, Inclusions and Safeguarding Team. Outside professionals, such as the Educational Psychologist (EP), Inclusion Support Services (ISS), Multiagency Safeguarding Hub (MASH) and Primary Child & Adolescent Mental Health Service (CAMHS), who support the school, contribute additionally to this work.

Pupils' personal development and wellbeing are central to the ethos and aims of Cams Hill School. Pupils who feel known and safe are more likely to fulfil their potential, academically and in other areas of school life, and to participate responsibly within the school community.

Pupils 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;
- Child Protection Policy;
- Good Behaviour Policy;
- Medical Policy;
- Safeguarding Policy;
- Special Educational Needs Policy.

Principal features of Cams Hill School

- Nine Designated Safeguarding Leads with developed links to Social Services and Hampshire local education authority teams.

- Looked After Children are identified and monitored (linked to county professionals and following Hampshire County Council guidelines).

- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by the Pupil Premium Co-ordinator, Heads of Year, Tutors, Curriculum Leaders and the Senior Leadership Team.

- Children who act as 'Young Carers' are identified and monitored. These pupils are offered support from the Care, Guidance and Support team as standard.

- Risk Assessments and Individual Pastoral Support Plans monitor and support pupils.

- The Care, Guidance and Support team manage behaviour modification programmes for identified pupils (usually short-term interventions, but for a very few there can be longer-term interventions) including school refusers, as an alternative to exclusion, pupils returning to school after exclusion or from medical absence.

- Educational Psychologists closely support the work of the school with individual pupils, as required by their needs.

- The school links to the MASH (Multiagency Safeguarding Hub) relating to the Common Assessment Framework (CAF) and the Team Around the Child/Family (TAC/TAF) initiatives.

- Our Careers Co-ordinator supports pupils in all year groups with work-related learning and planning for the future.

- Established Nurture Group. Allowing for small groups of Year 7 pupils, who are part of the Nexus Academy cohort, to have part of their curriculum time used to provide additional nurture support.

- Developed links with primary curriculum linked schools: early identification of individual pupils' needs, allowing for effective planning and support for transfer of Year 6 pupils into Year 7 (for tutor group placement, SEN initiatives, pre-transfer visits).

- A Welfare Advisor (Upturn - Fareham Wellbeing Centre) works in school each Monday and liaises closely with the Pupil Wellbeing Lead and Heads of Year.

- Pupils have access to the School Nursing Team.

- Links to GPs and local NHS mental health services (CAMHS) closely informs support for specific pupils.

- Care Guidance and Support staff are able to give information and advice to parents/carers on how to support their child as needed.

- Support through the Year Offices and from staff in the Nexus Academy allows vulnerable pupils a base and encourages them to discuss any concerns they have.

- Short- and long-term programmes are offered through the Nexus Academy to support social and emotional development.

- Enrichment days and guest speakers allow for bespoke PDLC sessions tailored for specific year groups.

- Attendance is monitored daily and parents/carers are contacted on the first day of absence. Head of Year/Attendance Officer 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 with the Headteacher, with contributions from a range of professionals supporting the school and from individuals within the school.

We aim to make all areas of the school site accessible where possible. Where buildings cannot be adapted, for example due to significant infrastructure concerns, changes will be made to the teaching arrangements, typically this will mean re-rooming lessons to accessible accommodation if required.

The following policies support these aims:

- Equality and Diversity Policy
- Evacuation and Fire Procedures
- Health and Safety Policy
- School Improvement Plan Priorities

Principal features of Cams Hill School are:

- Health and safety issues identified and addressed on a continuous basis by a range of people within school - including the Business Infrastructure and Finance Manager, teachers (activities, classrooms) and Curriculum Leaders (departmental areas), Site Manager (common areas) and the Senior Leadership Team in reviewing these procedures and activities.

- Risk assessments are written principally for two purposes: for activities and for groups of pupils; and for specific pupils (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 pupils whose movements are compromised by their disability - Personal Emergency Evacuation Plan (PEEPS).

- The medical condition of pupils affecting health and safety and site accessibility, compiled as a separate document by the SENDCO/Health & Wellness Officer, 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 SEND pupils access all areas of the site within the health and safety guidelines.

- Outside professionals (for example: Occupational Therapists, the Visual Impairment Team, Hearing Impairment, Physiotherapists, Speech and Language Service), support the work of the school and the integration of specific pupils within mainstream classes.

- The SENDCo/Health & Wellness Officer, on a day-to-day basis, monitor individual pupils' accessibility to the site.

Section 4: Access to Information

This section of the Access Plan is monitored by the relevant Senior Leadership Team members, 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 pupils, parents/carers, 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 General Data Protection Regulation and Data Protection Act (2018);
- the Disability Discrimination Act and the Equality Act (2010);
- and other legislation that provides a right of access.

In addition, the School has its own policies on Data Protection and Complaints Procedures.

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.
- Parents/carers/pupils may request copies of pupil record files, including paper and electronic files.
- Parents/carers/pupils may not be given access to records which contain information on other staff/pupils which would breach our Data Protection Policy and/or the General Data Protection Regulation and Data Protection Act 2018.
- 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 via the school's website.

Information Provided by the School

Pupils have access to information by:

- the regular reporting of pupils' progress;

- feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents/Carers' Evenings;
- reviews from enhanced monitoring through Individual Pastoral Support Plans, TAC Meetings and IEPs;
- the SEN review process;
- representation on/by the School Council.

Parents/Carers have access to information by:

- the regular reporting of their child's progress;
- teachers' written comments in pupils' books /letters and emails to parents/carers; telephone conversations;
- talking to teachers and support staff at annual subject and tutor-based Parents/Carers' Evenings;
- Guided Choices Evening (for pupils selecting their Key Stage 4 courses);
- Tutors and Heads of Year contact with parents/carers;
- the school's website;
- tours of the school for parents/carers of prospective new pupils;
- prior appointment to visit the school;
- specific requests for information (see above);
- appointments with teachers;
- the school prospectus;
- SEND information to parents/carers: 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;
- 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 should the need arise, for example:

- the school will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for pupils, prospective pupils or parents/carers who have difficulty with standard forms of printed information;

- the school will also make information for parents/carers 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/carers' evenings and review meetings of children's performance in school, details are confirmed to parents/carers how they can access information;

- the school will, if the need arises, aim to provide translation or interpreter services to ensure all parents/carers/pupils can access information.