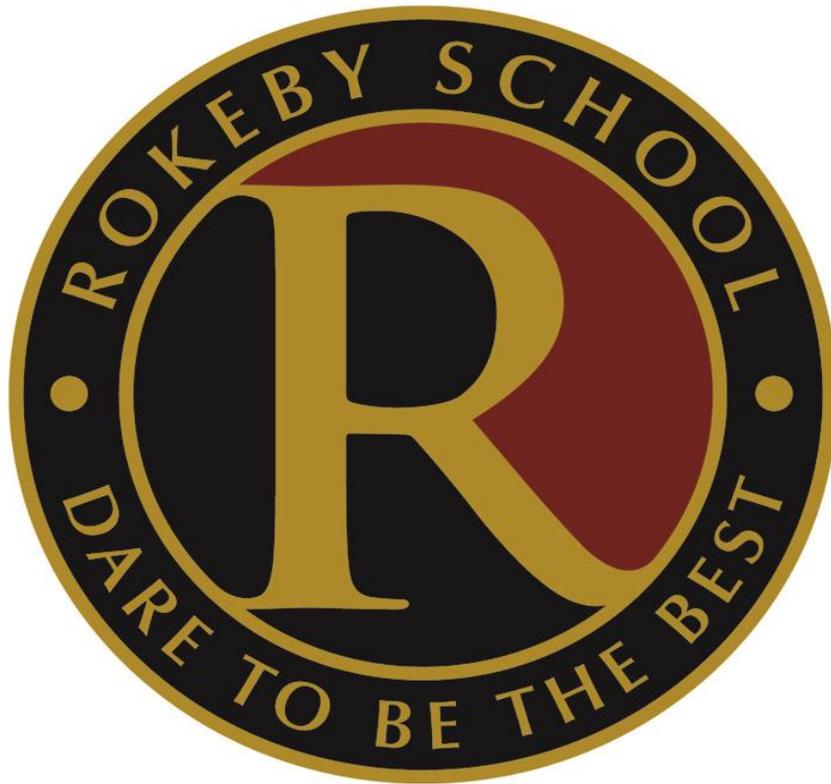


SLT Lead: SL
Governors' Committee: Community



Accessibility Policy

Developed: September 2017

Review Date: September 2020

Introduction

This Access Policy pays due regard to government law and local London Borough of Newham 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 Disability Discrimination Act of 1995, the SEN and Disability Act 2001) and it also incorporates aspects of the Rokeby School 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 Newham and national initiatives, including 'Every Child Matters' (ECM) and our Spiritual, Moral, Social Cultural ethos. - 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 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 2017-2018.

The Policy is reviewed every three years 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 Deputy Headteacher (Teaching and Learning) who leads the heads of curriculum departments and monitor departments' development plans.

Students across the key stages have an appropriate, differentiated and personalised curriculum to suit their needs. The following documents/policies support this aim:

- **School Development Plan**
- **Individual Department Development Plans**
- **Teaching and Learning Policy**
- **Curriculum Statement**
- **Assessment, Recording and Reporting Policy**
- **Monitoring, Evaluation and Review Policy**
- **Most Able Guidelines**
- **Inclusive Education Policy and SEND Information Report**
- **Supporting Pupils with Medical Conditions Policy**

Principal features of Rokeby School are:

- Within their teaching teams, Heads of Department monitor students' progress, linked to a member of the Senior Leadership Team (SLT) for regular meetings; and usually on an individual basis there are links with line managers and pastoral leads to determine appropriate curriculum opportunities for specific students.
- Children in receipt of the Pupil Premium Grant are identified, and their curriculum progress is tracked and supported by curriculum departments, year coordinators and members of the SLT. Interventions at subject level are discussed and reported on as part of the school's MER cycle. Similarly students' attendance is monitored by form tutors, year coordinators, key stage coordinators and the attendance team and is a standing item on our weekly SLT meeting agenda.
- In key stage 3, students are set for English, maths and science and are taught in mixed ability groups for all other subjects. In key stage 4, students are set for all subjects where possible. These settings are regularly reviewed based on student progress data.
- All students have the opportunity to take part in Philosophy for Children (P4C) enquiries, Talk to Learn (T2L) debates and Drop Everything And Read (DEAR) activities.
- SLT Progress Reviews are carried out on an annual basis for curriculum departments and all year groups. Student progress and achievement data is collected a minimum of three times a year and reported to parents via report cards and parents' evenings.
- There are guided choices for Year 9 students choosing Key Stage 4 courses following discussions with students, parents, heads of department and year coordinators.
- 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, a language, PE and religious education). Students identified as working significantly above the expected ability range in maths also study further maths and statistics and the set 1 scientists study biology, chemistry and physics GCSE.
- The most able (MA) students are identified by prior attainment data, and are referred by subject teachers to the MA coordinator, with curriculum development, enrichment and extension activities made available to them in addition to a programme of support, mentoring and intervention.
- As appropriate, vocational courses such as BTEC sport and the Duke of Edinburgh Award, can be accessed by individuals.

- All year 10 students follow a Future Steps programme which has links to business and enterprise opportunities.
- Throughout KS4, and selectively for KS3 students, through whole school data and 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 Assistant Headteacher: Inclusion, working with the Pastoral team, tutors, School Counsellor and School Nurse. Outside professionals, such as the Educational Psychologist (EP), Behaviour Support Service (BSS), Multi-Agency Safeguarding Hub (MASH), Early Help Team 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 our Spiritual, Moral, Social Cultural ethos. 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

Behaviour Philosophy

Early Help, Safeguarding & Child Protection Policy

Special Educational Needs Policy

Principal features of Rokeby School are:

- There are three Designated Safeguarding Lead staff on site, with developed links to Social Services and Newham local authority teams
- Looked After Children are identified and monitored (linked to the relevant Virtual School and following Newham Virtual School guidelines)
- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by HODs and the Senior Leadership Team
- Children who act as 'Young Carers' are identified and monitored (linked to Newham Young Carers).
- Individual Risk Assessments and Pastoral Support Plans monitor and support students.
- Pastoral Interventions and the Internal Exclusion Unit manage behaviour support programmes for identified students (usually short-term interventions, but for a very few there can be longer-term interventions), including school-refusers; as an alternative to exclusion; students returning from school after exclusion or from medical absence.
- Newham Educational Psychologists support the work of the school with individual students, as required by their needs
- The school links to the Newham Early Help Partnership and the Team Around the Child/Family (TAC/TAF) initiatives
- Rokeby School works with a range of organisations, including ELBA and 15 Billion to support students from Year 10 onwards with work-related learning and planning for the future
- The SENCo attends the annual Newham SEN transition event to ensure efficient information sharing about 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)
- A school counsellor works in school one day a week and liaises closely with CAMHS via our CAMHS link worker
- 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 with the School Counsellor or School Health Nurse.
- Links to GPs and local NHS mental health services (CAMHS) closely inform support for specific students / work generally in supporting students

- Pastoral staff and the School Counsellor are able to give information and advice to parents on how to support their child as needed. The counsellor cannot, however, give details of specific conversations without students' permission.
- Enrichment weeks and guest speakers allow for bespoke PSHE sessions tailored for specific year groups
- Tutor time activities such as Thought of the Week and Philosophy for Children enable support among the students to develop without specific staff interventions
- Attendance is monitored daily and parents are contacted on the first day of absence. The attendance team and Year Coordinators liaise with students with lower attendance and support with the provision of work and reintegration packages
- Restorative Justice style meetings and behaviour reflections take place to resolve issues between students
- Exclusions are kept to a minimum – when returning from exclusion students are met and expectations re-established before returning to lessons

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Section 3: Site Accessibility

Responsibility for this section of the Access Plan lies 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.

Principle features of Rokeby School are:

- health and safety issues identified and addressed on a continuous basis by a range of people within the school – including teachers (activities, classrooms) and Heads of Department (departmental areas), and SLT in reviewing these procedures and practices
- 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 SENCo has the responsibility for ensuring that identified SEND students access all areas of the site within health and safety guidelines
- outside professionals (for example, occupational therapists, the Newham Physical Disability Team, the Visual Impairment Team, Hearing Impairment, physiotherapists, Speech and Language Service) support the work of the school and the integration of specific students within mainstream classes
- the senior TA and the Inclusion team monitor individual students' accessibility to the school building on a day-to-day basis

Section 4: Access to Information

This section of the Access Plan is monitored by the Strategic Information Manager and 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 policies on Data Protection and Complaints.

Responses to requests for information

- 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.

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/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;
- the School will provide translation or interpreter services to ensure all parents/carers and students can access information.

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, Academic Review Evenings and Termly Progress Reviews
- Year 6 information morning
- Options Evening (for students selecting their KS4 courses)
- Tutors and Year Coordinators contact with parents
- the school's website
- 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
- 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