



**St Cuthbert's  
Catholic High School**  
*Live life in all its fullness*

# Accessibility Policy 2017 - 2018

<b>Person responsible for Policy:</b>	Senior Leadership Team
<b>Committee responsible for Policy:</b>	General Purposes
<b>Date To Governors:</b>	
<b>Date Agreed:</b>	September 2017
<b>Review Due:</b>	September 2018 and annually thereafter
<b>Is this Policy to appear on school website:</b>	Yes
<b>Is this Policy to be displayed in Reception:</b>	Yes

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This Access Policy pays due regard government law and local St Helens 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 Disability Discrimination Act of 1995 and 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 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 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 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 Deputy Headteacher who leads the Curriculum Leaders and monitors their department development plans.

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

- **School Development Plan**
- **Individual Department Development Plans**
- **Assessment for Learning Policy**
- **Special Educational Needs Policy (and also an SEN Information Report)**
- **Supporting Pupils with Medical Conditions Policy**
- **Pupil Premium Policy**
- **Careers Policy**

**Principal features of St Cuthbert's Catholic High School are:**

- Year 6 interviews happen in the summer term with primary students in order to assess specific needs. Data from Primary schools inform teaching and expected standards of work. Literacy & Numeracy tests are completed at the start of Year 7 which enables a three-layered approach to an intervention package.
- Literacy intervention lessons begin in Year 7 for targeted groups and continue throughout Key Stage 3 with clear Schemes of Learning embedded throughout this period.
- Literacy vein runs through every Scheme of Learning within the Curriculum in order to promote the importance of literacy with regard access to all subjects.
- Students are taught in mixed ability groupings from Year 7 in order for the students to show their range of skills for existing and unknown subjects. Students are set according to their progress in Year 7. The sets are reviewed after every data drop.
- There are 3 data drops per year and 4 data drops for Year 11 in order to have an early indication of the interventions needed. Every data drop provides a report for Curriculum Leaders for those below target in their subject and for Heads of Year to see who are below target in three subjects. Interventions are then put in place either by Curriculum Leaders or Heads of Year which are monitored the next data drop.
- Data Reports are produced every data drop for Pupil Premium students in order to evaluate Pupil Premium spending and impact. The Pupil Premium documents in reviewed every half term at SLT meetings to review the impact of spending and the progress of those individual students. The document is accessible on the school website in order for transparency with regards to spending.
- There's an expectation that every Pupil Premium student receives an intervention at every data drop in order to push potential.
- In Year 8, students are guided towards a learning pathway in order to choose their options for Key Stage 4. For some students, a work-related option exist rather than a Humanity or Language option in order to focus more time on Maths and English subjects.
- In Year 8, careers advice and workshops begin in order for students' questions to be answered regarding their choices.

- At Year 10, all students have the option of studying two Sciences, Combine Science Trilogy achieving two Science GCSEs therefore having the ability to achieve higher grades in two rather than dilution of grade with studying three Science GCSE.
- In Mathematics, gifted mathematicians are able to achieve part of a qualification which will and those who are aspiring for a Grade 9.
- The whole school offers Drop Down Days during the GCSE period in order for the timetable to be collapsed and students have intense revision sessions just before the exam.
- The timetable again collapses during Whole School Assessment Weeks which coincides with data drops.
- Some students who cannot access the curriculum due to behaviour or learning challenges are offered a more vocational pathway which is off-site and focuses on work placement option.
- The Inclusion Manager works with departments in order to identify students who may need time in the Inclusion area to complete tasks. The students would be school-refusers, students returning from school after exclusion or from medical absence.
- The Schemes of Learning are reviewed on a regular basis in order to adopt to the needs of individuals or the changing nature of education.

## Section 2: Access to Pastoral support

The lead teacher monitoring this section of the Access Plan is the Assistant Headteacher (Personal Development, Behaviour & Welfare), working with the Pastoral team, tutors, School Safety Officer, Inclusion Manager, School Counsellor and Learning Mentor and School Health Nurse. Outside professionals, such as the Educational Psychologist (EP), Multi-Agency Safeguarding Hub (MASH) and Child & Adolescent Mental Health Service (CAMHS), who support the School, contribute additionally to this work.

Pastoral support and Safeguarding in the school is robust and follows the principles of Working Together to safeguard Children 2016. 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**
- **Anti- Bullying Hate and Harassment Policy**
- **Special Educational Needs Policy**

### Principal features of St Cuthbert's Catholic High School are:

- Two Designated Child Protection staff on site, with developed links to Social Services and St Helens local education authority teams
- Looked After Children are identified and monitored (linked to LA professionals and following LA guidelines)
- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by CLs and the Senior Leadership Team
- Children who act as 'Young Carers' are identified and monitored. These students are offered support from the School Young Carers co-ordinator as standard
- Individual Behaviour Plans, Pen Pictures, Risk Assessments and Pastoral Support Plans monitor and support students.
- Farne (Inclusion Rooms) manage behaviour modification 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.
- LA 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 Early Health Assessment Tool (EHAT) and the Think Family Procedures.
- External Careers professionals work together with our CEIAG co-ordinator, support students from Year 9 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 Y5 and Y6 students into Y7 (for tutor group placement, SEN initiatives, pre-transfer visits)
- Students have access 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 (CAHMS) closely informs support for specific students / work generally in supporting students.
- 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 the Farne Mentoring Team allows vulnerable students a base and encourages them to discuss any concerns they have.
- Short and long term programs are offered through Farne to support social, emotional development
- Enrichment days and guest speakers allow for bespoke PSHE sessions tailored for specific year groups
- Attendance is monitored daily and parents are contacted on the first day of absence. HOY liaise with Students 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 students 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/SENCo and the 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 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**
- **Facilities Development Plan**, within the **School Development Plan**
- **Fire Risk Assessments** and the **Fire Safety Action Plan**
- **Health and Safety Policy**
- **SEN Local Offer Report**

**Principal features of St Cuthbert's Catholic High School are:**

- the annual audit of each site, using St Helens Council's framework / guidelines, referring to The Access Needs Report and in consultation with occupational therapists
- health and safety issues identified and addressed on a continuous basis by a range of people within school - including The Health, Safety & Welfare Committee, teachers (activities, classrooms) and Curriculum Leaders (departmental areas), 'common areas' (Premises 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 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 SEN students access all areas of the site within the health and safety guidelines
- outside professionals (for example, Occupational Therapists, the St Helens Physical Disability Team, the Visual Impairment Team, Hearing Impairment, physiotherapists, Autism Outreach Service, Downs Syndrome Service, Speech and Language Service, SEN ICT Service) support the work of the school, and the integration of specific students within mainstream classes the SEN Teaching Assistant Co-ordinators on each site, 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 Business 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**

- Relevant documents are posted on, and may be downloaded from, the school's web site or app 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 throughout the year and the IAG day held in the autumn term
- reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans, TAC Meetings and IEPs.
- 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, app notifications
- talking to teachers and support staff at annual subject-based Parents' Evenings and the IAG day held in the autumn term
- Year 6 information evening.
- Pathways/Options Evening (for students selecting their KS4 courses)
- Tutors and Heads of Year contact with parents
- the school's website/app
- open evenings 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 and Information for Parents booklet
- 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/app
- 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.