

# HEBBURN

Comprehensive School



WORK HARD | BE KIND | ASPIRE

## Accessibility Policy

Review Period	Recommended Annually		
Date of next review	Spring Termly 2025	Author	Mr D Thompson
Type of Policy	Statutory	Approval	Governing body, individual governor or headteacher
Signed by:			
Head Teacher	Mr D Thompson	Date: 14 February 2024	
Chair of Governors	Clr A Ellison	Date: 14 February 2024	

## **Statement of Intent**

Hebburn Comprehensive School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents, and visitors.

## **Accessibility Plan**

This Accessibility Plan 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

The Accessibility Plan details policies and initiatives, how these are monitored, reviewed / evaluated, and how these evaluations are developed and embedded into the school's systems and practice.

The Accessibility Plan encompasses policies and development plans, implemented and monitored by a range of staff, the senior leadership team and the Governors.

## **Section 1: Access to the Curriculum**

This section of the Accessibility Plan is monitored by the Head Teacher and Deputy Headteacher and SENCO, who monitor the curriculum area review and improvement plans.

Pupils across the Key Stages have an appropriate, differentiated curriculum to meet their needs.

### **Principal features of Hebburn Comprehensive School provision are:**

- Within curriculum areas, curriculum leaders/subject leaders monitor pupils' progress, which is overseen by the Deputy Head Teacher.
- Pupil Premium pupils are identified, and their progress is tracked and supported by Curriculum Leaders, Head of Learning, Intervention Managers and the Deputy Head Teacher. Pupil attendance is monitored by our Attendance Officers, overseen by our Assistant Head Teacher with responsibility for behaviour and attendance.
- At Key Stage 3 pupils are usually taught in groups according to ability. The composition of the groups is determined (from Key Stage 2 information and data) at the start of Year 7.
- At Key Stage 4 (Years 10-11) pupils are taught according to ability in English, Mathematics and Science, with broad banding in the option subjects.
- There are guided choices for Year 9 pupils choosing Key Stage 4 courses in discussion with pupils, parents, teaching staff, learning support, Curriculum Leaders and Heads of Learning.
- At Key Stage 4 the curriculum is increasingly personalised. Most pupils choose from an extensive list of option subjects at GCSE/Level 2, in addition to core subjects. All pupils are able to take the English Baccalaureate which consists of English; mathematics; two sciences; a humanity subject and a modern foreign language. Some pupils may be encouraged to follow a vocational pathway depending on their specific needs.
- Curriculum development, enrichment and extension activities made available to pupils in addition to a programme of support, mentoring and intervention.
- Data from primary schools, reading and spelling tests informs differentiated mainstream classroom teaching and learning support interventions.
- Learning Support interventions at Key Stage 3 are informed by KS2 information and reading and spelling tests. We have also used the 'no more marking' writing information to inform writing intervention.
- There are small group literacy booster interventions for specifically identified and monitored students.
- There are various learning support interventions at KS3 and KS4 to provide a differentiated and appropriate curriculum for identified students. These include in class support in key lessons, a reading programme; 1:1 literacy and numeracy catch-up support.
- 1:1 intervention support, when required, targeting identified pupils to address issues including anger management, poor social skills, low self-esteem, bullying, difficult home circumstances and poor attendance.
- Intervention for identified underachieving pupils – particularly in core subjects at Key Stage 4
- Specialist provision from the relevant outside agencies
- Appropriate exam concessions secured for pupils fitting the required criteria
- Support from our Guidance and Learning Centre (Purple Zone) for our more vulnerable students
- Academic and pastoral support given from the pastoral team.

- Pupils with medical needs, unable to access school full-time, are supported by the home tutoring through the local authority provision dependent on medical evidence.
- Throughout KS4, and selectively for KS3 students, through whole school data and SEND assessments, pupils are identified for Access Arrangements (exam concessions).

### **Access Arrangements**

- Access arrangements for pupils for internal and external examinations are made on the basis of an individual pupil's needs.
- The SENDCo, fully supported by teaching staff and members of the senior leadership team, leads on the access arrangements process for external and internal examinations.
- The Head Teacher and SENDCO will ensure that all pupils' needs are assessed by a suitably qualified access arrangements assessor and ensure that they have the required level of competence and training.
- Teaching staff and members of the senior leadership team support the SENDCo in determining and implementing appropriate access arrangements for identified pupils.
- Where appropriate, the SENDCo will work with specialist advisory teachers and medical professionals.

### **Section 2: Access to Pastoral Support**

Pupils are supported through our extensive pastoral provision. Outside professionals, such as the Educational Psychologist (EP), Integrated Safeguarding Intervention Team and Child & Adolescent Mental Health Service (CAMHS), who support the School, contribute additionally to this work.

Pupils, across both 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 and Rewards Policy**
- **Child Protection Policy**
- **Special Educational Needs Policy**

### **The principal features of Hebburn Comprehensive School are:**

- Three Designated Child Protection staff on site, with developed links to Social Services and the South Tyneside local education authority team.
- Looked After Children are identified and monitored (linked to local authority professionals).
- Pupil Premium pupils are identified and their curriculum progress is tracked by Curriculum Leaders and the Senior Leadership Team.

- Children who are ‘Young Carers’ are identified and monitored. These pupils are offered support from the designated link person.
- Partnership and Support Plans, Pastoral Support Plans and Risk Assessments monitor and support students’
- The internal Behaviour Support Room (BSR) supports pupils exhibiting extreme or repeated unacceptable behaviour, through short periods of internal exclusion and behaviour mentoring.
- Educational Psychologist closely supports the work of the school, and of individual students, as required by their needs.
- The school links to the Integrated Safeguarding Intervention Team making referrals using published thresholds where there are safeguarding concerns. They work together with other professionals within the early Help (EH) Child in need (CIN) and Child Protection (CP) framework.
- There is a member of staff to oversee CEIAG.
- Students in Year 9 receive information about their options.
- Connexions advisors are to be accessed when student review meetings for those with a EHCP take place as organised by the SENDCo.
- All students in Year 11 have access to outsourced careers guidance. A bespoke school e-mail is accessible for pupils and parents to access further careers advice and support.
- Developed links with primary feeder schools: early identification of individual pupils’ needs, allowing for effective planning and support for transfer of Year 6 students into Year 7 (for tutor group placement, SEN initiatives, pre-transfer visits).
- Summer School for new Year 7 students
- Child and Family Welfare Manager works in school and liaises closely with outside agencies.
- Links to GPs and local NHS mental health services (CAHMS) support for specific students / work generally in supporting students.
- Pastoral staff are able to give information and advice to parents on how to support their child as needed.
- Support through the Guidance and Learning Centre (Purple Zone) allows vulnerable pupils a base and encourages them to discuss any concerns they have.
- Attendance is monitored daily and parents are contacted on the first day of absence. The attendance team liaise with caseloads of pupils identified as being persistent absentees.
- We aim to keep external exclusions are kept to a minimum – when returning from exclusion, a post exclusion meeting is held with the pupil and parent/carer, Expectations are re-established before returning to lessons.

### **Section 3: Site Accessibility**

Responsibility for this section of the Accessibility Plan lies jointly with the Head Teacher/ Assistant Head Teacher with responsibility for site management, with contributions from individuals within the school.

Students, staff, parents/carers and visitors to the school have an equality of opportunity to access the curriculum and all areas of the site.

**The following policies support these aims:**

- **School Development Plan**
- **Fire Risk Assessments**
- **Health and Safety Policy**

***Principal features of Hebburn Comprehensive School are:***

- Health and safety issues identified and addressed on a continuous basis by a range of people within school – including The Health and Safety Officer, teachers (activities, classrooms) and Heads of Departments (departmental areas), 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, compiled as a separate document by the SENDCo, 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 Head Teacher and related staff.
- The SENDCo has the responsibility for ensuring that identified SEN students access all areas of the site within the health and safety guidelines.

#### **Section 4: Access to Information**

This section of the Accessibility Plan is monitored by the Head Teacher with support from the school's administration team. 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)
- The school Information (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 provided free of charge.
- Any request for Freedom of Information can be provided at a small charge.
- Parents/students may request copies of student record files, including paper and electronic files.
  - A small charge may be levied for administration and photocopying charges.
- Parents/pupils may not be given access to records which contain information on other staff/students, which would breach our Data Protection Policy and/or Data Protection Act.
- All requests for information should be made, preferably in writing, to the Head Teacher.
- Any complaints should be addressed through the school's Complaints Procedure, available to view via the website.

## **Information provided by Hebburn Comprehensive School**

### **Pupils have access to information by:**

- The regular reporting of pupils' progress by written reports from teachers.
- Feedback from their subject teachers (verbal and written) relating to their work completed in class.
- Reviews from enhanced monitoring through Partnership and Support Plans, Pastoral Support Plans, Early Help Plans and the SEN review process.
- Representation on/by the Student Council.

### **Parents have access to information by:**

- 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 subject based Pupil Progress Evenings
- Options Evening
- New Year 7 Parents' Evening
- Form Tutor and Heads of Learning contact with parents
- The school's website and social media.
- By prior appointment to visit the school.
- Specific requests for information (see above)
- Appointments with teachers (SEN reviews, reviewing Partnership and Support Plans, Pastoral Support Plans, Early Help Plans)
- 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
- 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 languages, 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.



