



Ravens Wood School

(Part of the Impact Multi Academy Trust)

POLICY

Policy Name: Accessibility Policy

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SLT Responsible: Headteacher

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1. Policy Overview

This statutory policy pays due regard to government law, including the schedule 10 of the Equality Act (2010), Department for Education (DfE) guidance on the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice.

It sets out how Ravens Wood, within the Impact Multi Academy Trust, complies with the Public Sector Equality Duty. Additionally, we publish and review regularly our Equality Objectives.

This Accessibility Policy is divided into four sections:

- Section 1: Access to the Curriculum – for students
- Section 2: Access to Pastoral Support – for students, staff and parents
- Section 3: Site Accessibility – for students, staff, parents and the community
- Section 4: Access to Information - for students, staff, parents 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 policy is reviewed:

- ✓ by members of the Senior Leadership Team with individual responsibilities for specific sections of the policy as noted
- ✓ by the Trust Board and monitored by the Local Governing Body

2. Aims and Values

At Ravens Wood, we work to ensure that all members of the school community and visitors to our school are treated with respect. In accordance with our other policies and code of conduct we aim to develop a student’s full potential without discrimination or bias relating to their gender, ethnicity, cultural and religious background, sexuality, disability, ability or special educational needs.

We will do this by:

- ✓ Promoting equality of opportunity between disabled people and other people.
- ✓ Increasing awareness of the ways in which parents of disabled children and young people can help to support their learning.
- ✓ Ensuring that the talents of disabled pupils are represented.
- ✓ Eliminating discrimination that is unlawful under the Equality Act and harassment of disabled people that is related to their disability.
- ✓ Monitoring incidents of harassment and bullying of disabled pupils through our anti bullying policy and encouraging students to report incidents.

- ✓ Promoting positive attitudes towards disabled people through the Ready to Learn and tutorial programmes and assemblies e.g. disability awareness week, Paralympics.
- ✓ Using the school environment to promote positive attitudes to disability. Ensuring that disability is represented in posters, displays and learning materials.
- ✓ Ensuring that disabled pupils are represented and encouraged to participate in class assemblies, school productions, events and on the school council.
- ✓ Assessing the needs of new members of the School Communities and making reasonable adjustments.
- ✓ Improving the physical environment of the school to enable disabled students to take better advantage of education, facilities and services provided.

3. Section 1: Access to the Curriculum

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**
- ✓ **Curriculum overviews**
- ✓ **Assessment Policy**
- ✓ **Special Educational Needs Policy**
- ✓ **Supporting Students with Medical Conditions Policy**
- ✓ **Equality & Diversity Policy**

Within their teaching teams, Heads of Department (HoD) monitor students' progress, linked to a member of the Senior Leadership Team (SLT) for fortnightly meetings; and usually on an individual basis, there are links with Heads of Year for year groups to determine the appropriate curriculum for specific students.

Students who receive the 'Pupil Premium' are identified and tracked by a designated member of SLT. Each subject teacher is fully aware of every Pupil Premium student that they teach and is supported to ensure that they make enhanced progress. HOD's and SLT line managers track their progress at each data review and the designated SLT member reports directly on Pupil Premium progress to the Full Governing Body meeting. Attendance and well-being is monitored by form tutors and Heads of Year, Regular use of department meetings, year meetings, SLT meetings and the school bulletin are used to discuss and promote the progress and well-being of our Pupil Premium Cohort. The Pupil Premium Strategy is uploaded onto the school's website every October.

At Key Stage 3 students are usually taught in both ability sets and mixed attainment groups depending on the subject. The composition of the groups is carefully determined (from primary schools' KS2 data and can include information from parents) at the beginning of Year 7.

Students' progress is reviewed formally three times each academic year, with parents/carers receiving a full written report annually. The assessment data and/or written comments is entered into the schools MIS system electronically by teachers. Various summaries of the data collected are provided to SLT, Heads of Year, Tutors and Heads of Department by the Data Team including an indication of whether the student is achieving, in line with their starting point. These grades /assessment percentages inform the planning of interventions by the class teacher, department or year group. All staff are able to view the academic progress of their students via the School data software: SISRA.

Whole school tracking tables are also updated at assessment points and sent to SLT and Heads of Department to identify emerging trends and take appropriate action.

The school will provide auxiliary aids (and services) for disabled pupils to overcome any disadvantage experienced in schools.

Students have guided option choices in Year 9 ahead of the start of Key Stage 4 in Year 10. Students and parents/carers receive information, advice and guidance from teachers, Heads of Department, Head of Special Educational Needs, Heads of Year and members of the Senior Leadership Team.

In Years 10 and 11 the curriculum is increasingly personalised. There are opportunities for some students to follow a range of alternative courses and more-able students are able to study Computer Science, GCSE Further Mathematics and Separate Sciences.

The most able students (MAP/+ or High Prior Attainers) are identified by prior attainment data. We aim within the curriculum to provide sufficient enrichment and extension activities as well as bespoke programmes of support, mentoring and intervention, as required.

Learning Support interventions at Key Stage 3 are informed by reading and spelling tests, CATs and reading/writing assessments. Individual and small group teaching take place in Learning Support for literacy; and reading for specifically identified and monitored students.

There are various Learning Support interventions at KS4 to provide a differentiated and appropriate curriculum for identified students.

Throughout KS4, and selectively for KS3 students, through whole school data and Learning Support specialist testing, students are identified for Access Arrangements (exam concessions).

The Pupil Development Department support the management of a reduced or alternative 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 or long-term absence.

We will provide all young people, including disabled students with a wide range of high quality learning experiences outside the classroom, including extended school activities. Consideration and planning will take place to enable visits to take place safely and efficiently. Parents, the student and, if appropriate, specialist support staff, will be involved as early as possible in the planning process.

4. Section 2: Access to Pastoral support

The schools work with counsellors, the School Nursing Team, Educational Psychologist (EP), Multi-Agency Safeguarding Hub (MASH) and Child & Adolescent Mental Health Service (CAMHS) and other agencies who support the school.

Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs.

Both the School and Trust's various separate policies contribute to supporting these aims:

- ✓ **Attendance Policy**
- ✓ **Policy on supporting students with medical conditions**
- ✓ **Behaviour Management Policy**
- ✓ **Safeguarding & Child Protection Policy**
- ✓ **Special Educational Needs Policy**

Looked After Children are identified and monitored (linked to LA professionals and following LA guidelines).

Disadvantaged students who receive the 'Pupil Premium' are identified and their curriculum progress is tracked by teachers, Heads of Department, Heads of Year and the Senior Leadership Team

Children who act as 'Young Carers' are identified and monitored (linked to LA professionals). These pupils are offered support as required.

Report cards, Individual Behaviour Plans and Pastoral Support Plans monitor and support students.

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

The schools link to the Multi Agency teams relating to the Common Assessment Framework (CAF) and the Team Around the Child/Family (TAC/TAF) initiatives.

An external Careers Advisor, supports students with work-related learning and planning for the future.

The Head of Careers/Careers Leader provides a comprehensive programme of Careers advice and guidance at all key stages

Developed links with partner primary schools support the early identification of individual students' needs and allow for the effective planning and support of transition (including pre-transfer visits).

A School Counsellor works in school and liaises closely with Bromley Wellbeing and CAMHS. Links to CAMHS closely inform support for specific students.

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 Inclusion and Student Support Departments provide a base for vulnerable pupils and encourage them to discuss any concerns they have.

Programmes are offered through the Pupil Development Department to support students' social and emotional development, according to need.

Enrichment events and guest speakers allow for bespoke PSHE/Ready to learn sessions tailored for specific year groups.

Attendance is monitored daily and parents are contacted on the first day of absence. Heads of Year 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 – a meeting with students and parents/carers takes place following exclusion to re-establish expectations and agree any necessary support.

5. Section 3: Site Accessibility

Responsibility for this section of the Access Plan lies jointly with the Headteacher, Business Manager and SENCo, with contributions from a range of professionals supporting the school and from individuals within the school.

Ravens Wood School is a boys' school with a mixed sixth form and over 1600 students on its roll. The school occupies a large site comprising of 3 main buildings and some accommodation in huts, of differing ages, the majority of which were constructed before the current legislation. The nature of some of the buildings and aspects of the site present particular issues for physical accessibility.

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:

- ✓ **Premises/Estates Plan**, within the **School Development Plan**
- ✓ **Fire Risk Assessments** and the **Fire Safety Action Plan**
- ✓ **Health and Safety Policy and the Health and Safety Action Plan**
- ✓ **Lettings Policy**

Health and safety issues are identified and addressed on an ongoing basis by a range of people within school – including teachers (activities, classrooms), Heads of Department, Heads of Year and SLT (Communal areas). Health and Safety visits are undertaken and reports received by Local Governing Bodies and the Board of Trustees.

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, Personal Emergency Evacuation Plans (PEEPS).

Staff are made aware of students with medical conditions which may affect health and safety and site accessibility. 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 Pupil Development Department has responsibility for ensuring that identified SEND students access all areas of the site within the health and safety guidelines.

Outside professionals (for example, Occupational Therapists, the Physical Disability Team, the Visual Impairment Team, Hearing Impairment, Physiotherapists, Autism Outreach Service, Speech and Language Therapists) support the work of the school, and the integration of specific students within mainstream classes.

Teaching Assistants, on a day-to-day basis, monitor individual students' accessibility across the site.

6. Section 4: Access to Information

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) and General Data Protection Regulation (GDPR)
- ✓ the Equality Act (2010)
- ✓ and other legislation that provides a right of access

7. Responses to requests for information

Relevant documents are posted on, and may be downloaded from, the school's web sites 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 and General Data Protection Regulation (GDPR).

All requests for information should be made, preferably in writing, to the Headteacher or Data Protection Officer.

Any complaints should be addressed through the School's Complaints Procedure, available to view via the school's website.

8. 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, for example through Report Cards, Individual Behaviour Plans and Pastoral Support Plans.
- ✓ the SEN review process
- ✓ through the student contact book/planner
- ✓ representation on/by the Student Council

Parents/carers 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 Parents' Evenings
- ✓ Parent Information Evenings.
- ✓ Options events (for students selecting their KS4 courses)
- ✓ Raising achievement evenings
- ✓ Tutor and Head of Year contact with parents
- ✓ the school's websites and twitter feeds
- ✓ 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
- ✓ 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

9. Accessibility of Information

The Schools aim 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.

10. Accessibility Action Plan

Monitoring

The schools within the Trust have determined the priorities for the school with regards to disability equality and have drawn up an action plan to make things happen, which outlines how the requirements of the Equality Act 2010 will be met.

To meet the Public Sector Equality Duty and the Equality Act 2010, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities.

The following will be monitored:

- ✓ Achievement of pupils by disability
- ✓ Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)
- ✓ Exclusion information
- ✓ Rewards and sanctions
- ✓ Provision for transition.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will be revised.

This policy will be reviewed annually by the Headteacher and Trustees. Governors will have oversight of the action plans for the school.

Priority	Action required	Success criteria	Timescale	Responsible person(s)
To gather information about disabled staff, governors and parents.	Conduct a survey of needs with parents, governors and staff	Information to be collated	Biannually	Trust HR
To meet the needs of disabled staff	To have a focus group of staff	To consult and gather evidence about the needs and adjustments needed	Annually	Trust HR
To gather information on disabled students and add information to vulnerable student register.	To update student information through consultation with parents.	Register annually updated using Year 7 and Year 12 information and casual admissions.	Annually	SENCO
To gather information on disabled staff.	To canvass staff who consider that they have a disability to submit a self-classification form.	To add information to personnel logs.	Annually	Trust HR
Ensure the needs of staff with a disability are adequately met.	Ensure that as part of line management/ performance management that the needs of staff with a disability are discussed and reasonable adjustments made to support their development.	Fully integrate in performance management/ induction process	On going	All performance managers
To support staff and students who become disabled.	To meet with and concerned parties to discuss needs and make reasonable adjustments to help them to remain in school/ employment.	To ensure that this complied with.	On going	Headteacher and SENCo
To monitor the progress and achievement of students identified as disabled	To ensure that students are adequately supported in order to achieve their potential	Academic tutoring and individual plans etc. to reflect support of a student's needs	On going	SENCO, HoYs and tutors
Ensure that disabled students have access to the facilities and support that they need.	Review of provision on admission and plan action and support accordingly.	Students and parents are supported.	Upon admission	SENCO/HoYs

To ensure that disabled students are not the victims of bullying or harassment.	Report and record incidents of disabled harassment. Take action in accordance with the anti-bullying policy	Incidents logged in Bromcom Incidents monitored and appropriate action and follow up taken.	On going	HoYs/All staff
Ensure that positive attitudes towards disability are promoted.	Monitor and update where appropriate PSD/Citizenship/Health schemes of work and raise issues through assemblies.	Schemes of work updated annually.	Annually	AHT i/c PSHE and HoYs.
Ensure that disabled students' voice is heard in the school.	Greater integration of disabled students in School council/ year council/ learning ambassadors.	Number of disabled students involved increases.	On going	AHT i/c Student Leadership
Ensure that disabled students have access to appropriate progression routes at KS4, KS5 and post education.	Careers interviews to be arranged for disabled students at key times of transition and progression.	Interviews set and attended.	On going	SENCO and Head of Careers
Ensure that disabled parents are supported in their access to the school and information regarding their child's progress and development.	Facilitate parental needs at school events, parents evenings and through communication with the school.	Information about parental needs collected and acted upon where necessary.	Annual collection of information and encourage parents to update school information.	HoY and SENCO