



# Serenity School

## Accessibility Policy

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This Access Policy pays due regard to government law and local Council directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links into the SEN Code of Practice (2014) (and to pass legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001, and Local Authority Accessibility Strategy and it also incorporates aspects of SBC School Development Plan.

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

**Section 1: Access to the Curriculum** - for students

**Section 2: Access to SEMH Support** - includes the principles of the Therapeutic Communities, SEMH Programme, 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.

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 Board of Governors.

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

This section of the Access Plan is monitored by the Senior Teacher (Teaching and Learning) and the Senior Teacher (Timetable and Curriculum) who lead the heads of curriculum faculties and monitor faculties' 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 curriculum department' Development Plans**
- **Policy for the Curriculum**
- **Policy for Assessment** – both Academic and SEND
- **More Able Policy**
- **Special Educational Needs Policy**
- **Supporting Pupils with Medical Conditions Policy**

### **Principal features of Serenity School are:**

- Within their teaching teams, Heads of Faculty / Department monitor students' progress, linked to a member of SLT for fortnightly meetings; and usually on an individual basis there are half termly Progress Reports/Meetings to determine appropriate interventions and curriculum needs of specific students.
- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by curriculum faculties/departments and members of the Senior Leadership Team. Interventions at subject level are recorded on Progress Reports half termly, whilst also held centrally on the IM system and based on PLC sheets (Personal Learning Checklists). These are monitored half termly by SLT as well as at line management meetings. Similarly, students' attendance is monitored by Form Tutors, FLO and EWO at meetings and at Link meetings with a member of SLT fortnightly.
- In years 7-9 students are usually taught in their mixed ability groups; the composition of the groups is carefully determined (from primary schools' data and can include information from parents) at the beginning of year 7. Monitoring Groups and identifying students in need of bespoke curriculum provision lies with the Head of Data and Assessment (SLT) and is discussed at Department meetings as well as a standing item on SLT weekly. SEND subgroups as well as more able students is also analysed within such data sets with strategies developed to support s learners.
- Progress Reviews (teachers' reports, five times each year) are reviewed by the Head, Head of Data, Tutors and curriculum subject leaders; a range of staff contribute to tracking and documenting students' progress, to allow for appropriate interventions, evaluation and modification, as required. At each assessment point for each year group, the Head of Data using Strategic Information from the IM, sends to Heads of Subject and SLT the Currently Working At (CWA) data where every student's CWA and Target is shown and

RAGed according to how far on or off target they are using the prescribed colour code as the progress indicator/measure. The language used is Novice, Developing, and Secure to demonstrate whether a pupil is making progress. Please refer to Academic Assessment Policy for more detail. Heads of subject then plan interventions using the PLC model as appropriate in conjunction with personalised lesson plans to ensure progress is achieved for all learners. All CWAs are entered into Doodle based on new national curriculum 'I Can Statements' and all teachers, Leaders and parents are able to view the progress of their students live throughout the year. Whole school tracking tables are also updated at assessment points and sent to SLT and Heads of Subject to identify emerging trends and take appropriate action.

- Students are taught according to ability / aptitude in Maths and English from Year 7 onwards.
- There are guided choices for Year 9 students who will be guided to complete Functional Skills qualifications at Entry Level and Level 1. Year 10 and 11 students will be entered for Level Entry, 1, 2 courses following discussions with students, parents, Learning Support, curriculum leaders and SLT. For students with particular complex learning needs a more bespoke package may be negotiated. All students have access to KS4 Baccalaureate to ensure 5 good GCSE qualifications including English and Math at the end of KS4. Please refer to our Accreditation Map in the Curriculum Policy for the complete curriculum offer that includes four Pathways and between 5 – 8 qualifications at GCSE. A similar approach is adapted to enrol post 16 learners into the 6<sup>th</sup> form based on education history and EHCP requirements.
- An applied Science offer at GCSE is in place to enrich learning of science in an applied curriculum context. The specification is Pearson's Qualifications and is delivered through timetabled lessons across all year groups from KS3 - 4.
- The most able students are identified by prior teacher observations and attainment data, and are referred to the More 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 and Cognitive Ability Tests (CATs) inform differentiated classroom teaching and Learning Support interventions via the 'I Can Do Room', together with information from parents, students and professionals. The Assessment Centre compiles all baseline data at the start of the placement aligned with previous data to benchmark levels and set challenging yet realised targets for the pupil using IM Threshold Progress Chart for accuracy. GL and EQUALS baseline assessments will be used to assess starting points, whilst ASSESS will be used for literacy and numeracy using bespoke Banding Model based on standardised scores. The Intervention team will use a variety of other test for more specific SEND issues gaps in learning and associated barriers and build a pupil passport from this point for each learner. See SEND Assessment Framework for more detail
- Learning Support interventions in all Years are informed by reading and spelling tests. Literacy and Numeracy intervention is now primarily through the ASSESS system which is

followed through the curriculum as set out in each students half termly '6 Targets Sheet' located in each subject book/folder. This informs high quality TLA and in particular personalised lesson planning, PLC, DIT with high quality feedback/marking and response from pupils.

- There are various Learning Support interventions at KS4 and post 16 to provide a differentiated and appropriate curriculum for identified students: these include where appropriate Access Arrangements led by SENDCo. Exam anxiety sessions for all pupils as well as special arrangements such as extended WEX placements to motivate and inspire.
- All Year 11 students have a work experience placement during their Year 11 linked to the IAG Inspire Programme; for specifically identified students longer work experience placements are available.
- Students with medical needs, unable to access school full-time, are supported by the Transition and Home School Learning Team. See Transition Packages on Website for more detail
- The 'Can Do Room' / The Inclusion Centre, are essentially the Curriculum Support Department who effectively manage sections of the 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. For more detail refer to The Can Room Learning Framework and Development Plan on Website for more detail.

## **Section 2: Access to Therapeutic & Pastoral support**

The lead teacher monitoring this section of the Access Plan is the SENDCO working with the Pastoral team, tutors, Educational Psychologist (EP), School Counsellor/ Therapists and School Health Nurse. Outside professionals, such as the Behaviour Support Service (BSS), Multi- Agency Safeguarding Hub (MASH) and Primary Child & Adolescent Mental Health Service (PCAMHS), who support the school, contribute additionally to this work.

Pastoral and Therapeutic support enshrines the principles of the Therapeutic Communities, Teen Star Programme, Every Child Matters and aspects of the Social and Emotional Aspects of Learning (SEAL) agenda. 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:

**Therapy Framework**

**Attendance Policy**

**Policy on supporting students with medical conditions in School Behaviour Policy**

**Safeguarding & Child Protection Policy**

**Special Educational Needs Policy**

### **Principal features of Serenity School are:**

- Three Designated Child Protection staff on site, with developed links to Social Services and local education authority teams
- Looked After Children are identified and monitored (linked to county professionals and following county guidelines)
- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by HODs and the Senior Leadership Team
- Every pupil and staff offered Life Coaching – Therapy, Counselling, Supervision
- Children who act as 'Young Carers' are identified and monitored (linked to county professionals). These pupils are offered support from the School Counsellor as standard
- Individual Behaviour Plans/Script, Risk Assessments and Pastoral Support Plans monitor and support students.
- The I Can Do Team (Inclusion Room) 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.
- The school links to the MASH relating to the Common Assessment Framework (CAF) and the Team Around the Child/Family (TAC/TAF) initiatives
- Our Careers and Work Experience 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 Y6 students into Y7 (for tutor group placement, SEN initiatives, pre-transfer visits)
- School Therapy Team works in school full time and liaises closely with PCAMHS and CAMHS
- Students can also request an individual appointment with the School Therapist/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

- Systemic Programme - 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 Therapy and Counselling Service allows vulnerable pupils a base and encourages them to discuss any concerns they have with a set structure with clear boundaries.
- Short- and long-term programs are offered through the Therapy Service to support social, emotional development. The basis of this work comes from the core principles of SEMH Programme for Life Coaching.
- Enrichment weeks and guest speakers allow for bespoke PSHE sessions tailored for specific year groups
- Emotional Literacy lessons - activities and tutoring enables support among the pupils, across year groups, to develop without specific staff interventions.
- Attendance is monitored daily, and parents are contacted on the first day of absence. FSW will 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 jointly with the Headteacher/SENDCo and the Premises 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**
- **Lettings Policy / Transfer of Control Agreements OCC Assessed Needs Report**

### **Principal features of Serenity School are:**

- the annual audit of the school site, using Local 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 Heads of Subject (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 Curriculum Support Department (I Can Do Team) 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, physiotherapists, Drama Therapists, Autism Outreach 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 Progress Partner Co-ordinators on site, on a day-to-day basis, monitor individual students' accessibility across the site and to each site inclusive of alternative provision organizations.

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

This section of the Access Plan is monitored by the Strategic Information Manager and Headteacher, 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 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 who would breach our Data Protection Policy and/or the 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 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 three Academic Review Days
- 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 5 times per year
- teachers' written comments in students' books / letters and emails to parents; telephone conversations
- Parent Association Group and Parent Governor
- Parent access to Bromcom Learning Package – live access to daily feedback and evidence of work completed in class each day. Informs parents of rewards and incentive schemes
- talking to teachers and support staff at Academic Review Days and Termly Progress Reviews
- The Annual Review Process - EHCP
- Year 6 information Day and Transition Programme from Year 6 -7 (1 year programme)
- Options Morning (for students selecting their KS4 courses)
- Tutors and Heads of Subject 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 SEND Team (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 at ARD

### **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

### **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' events 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.