



Accessibility Policy



DEYES
HIGH
SCHOOL

LYDIATE
LEARNING TRUST

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ACCESSIBILITY PLAN

1. Rationale

The Equality Act 2010 replace all existing equality legislation, including the Disability Discrimination Act 1995 (DDA) which had been extended by the SEN and Disability Act 2001 to cover education. The policy sets out the proposals of the Governing Body of the school to increase access to education for disabled students. It is a requirement that the school's accessibility policy is resourced, implemented, reviewed, and revised as necessary and reported on annually.

2. Definition

Definition of disability: A person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions, and hidden impairments such as dyslexia, autism and speech, language, and communication impairments (Equality Act 2010)

3. Legislation

The Equality Act 2010 harmonised existing equality legislation. The SEN and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) introduced new duties for schools.

In September 2002, the requirement for schools to produce an Accessibility Policy came into force. The Equality Act 2010 introduced a single Public Sector Equality Duty or 'general duty' that applies to public bodies including maintained schools, academies, and free schools. There are three strands identified as requirements for an accessibility plan: -

- a) Increasing the extent to which disabled students can participate in the school curriculum.
- b) Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- c) Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

We also include: -

- d) Access to Pastoral Support
- e) Access to Examinations and Assessment

4. Key Objective

To reduce and eliminate barriers which hinder access to the curriculum and to full participation in the school community for students and prospective students with a disability. This policy sets out the proposals of the Governing Body of Deyes High School to increase access to education for disabled students in five areas identified above: -

a) Increasing the extent to which disabled students can participate in the school curriculum

Deyes High School's SEND (Special Education Needs and Disability) Policy adopts a quality first teaching approach to meet individual need in a bid to ensure that outcomes for children and young people with special educational needs and disabilities are improved. This is achieved by providing a designated SEN area within school with dedicated staff appointed. We work in partnership with Sefton local authority and linked agencies. This section of the Access Plan is monitored by the SENDCO. Students across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs.

1. On entry to Deyes High School we use the primary school results to begin assessing school readiness in core areas and we internally baseline all students. We then use testing as necessary to further supplement this information and ensure students are on the correct curriculum pathway. Added to this we use our transition reports from Year 6 teachers and primary SENDCO colleagues to ensure we have pastoral information also. We place students into well balanced groups in Year 7 with gender and high, middle and low ability all considered. If students present as having additional needs especially around social, emotional and mental health we offer bespoke and personalised support.

At the end of KS3, in Year 9, we carry out a guided choices programme and ensure students are on the correct pathway for their ability with a full mixture of academic GCSES or vocational programmes. The KS3,4 and 5 curriculum are reviewed each year to ensure we are offering what our students require. Year 10 and 12 option blocks are created based on the needs of the cohort and their preferences which inform our offer.

We report 3 times per year at AP1-3 and ensure that all students receive information based on their expected progress from KS2-4. They are also given a personalised target from their KS2 start points. Each child has an end of KS4 target based on this. We also report to parents on the student's attendance at each AP point.

Targets can be revised at the end of each academic year by the Deputy Head responsible for the Quality of Education and any necessary interventions undertaken.

2. SEN support is given via enhanced transition and subsequent individual learning plans available to staff via School Synergy.
3. EAL Support is offered as necessary to individuals. Deyes High School seek support from local authority providers.
4. Alternative provision

Alternative provision is educational provision for students who are not accessing mainstream education for a variety of reasons at KS3 and KS4.

The purpose Alternative Provision is:

- i. To securing a personalised curriculum for students at KS3 & KS4;
- ii. To ensure that alternative provision is offered to suitable students in a consistent way;
- iii. To ensure that budgets for such provision are established in time and managed effectively;
- iv. To guide and support staff with the administration of alternative curriculum provision.

A small number of students at KS3 and/or KS4 may be offered a variety of alternative curriculum provisions as a way of supporting their wider development and equipping them with skills and experience for the world of work where this is deemed necessary.

Important acknowledgements underpinning Alternative Provision are:

- i. That the academy recognises the need to personalise the curriculum for some students
- ii. That a minority of students at KS3 struggle to meet the academic and social demands of mainstream education expectations.
- iii. That a minority of students at KS4 struggle to meet the academic demands of their core GCSE subjects
- iv. These students may be damaging their experiences in subject areas therefore they cannot access learning, or may negatively impacting on the learning of their peers
- v. These students need additional provision to enhance their experiences and qualifications at the end of KS3 and KS4.
- vi. These students need to develop skills and experience of the world of work to reduce the chances of them being NEET post-16.

The objectives of Alternative Provision are:

- vii. To ensure that alternative provision is offered to suitable students in a consistent way;
- viii. To provide guidance on the identification of students requiring alternative provision and of suitable provision for different aptitudes and aspirations;
- ix. To ensure that budgets for such provision are established in time, approved by SLT and Governors and managed effectively by the Attendance and Safeguarding Leaders and the Attendance Team.
- xiv. To guide and support staff with the monitoring and support of alternative curriculum provision.
 - xv. Students can access a variety of educational options, including core GCSEs, vocational training and qualifications, and practical skills that lead to jobs. xvi. Students are given a great degree of flexibility in what and how they learn
- i. Students are given some independence and are encouraged to take responsibility for themselves
- ii. Students who are doing what they enjoy often find they are more motivated to attend class and achieve good results in their chosen subject area. Doing well promotes higher self-esteem.
- iii. Students who are referred to provision outside the academy remain on roll with the academy and the academy funds their place in alternative provision. The academy remains ultimately responsible for the student and the offer of alternative provision shows a commitment by the academy to an inclusive approach to the students' education. We use a range of providers for Alternative Education at Deyes High School. These providers are either the internal alternative arrangements, external education providers, medical education establishments or Student Referral Units where necessary. Courses at Alternative Provision will always provide basic skills in Maths and English. Other qualifications they receive are nationally recognised and enable progression to further education.
 - 1. A Personal Education Plan is carried out on all students with medical needs. If the needs are severe, each case is based on need and the necessary external experts are brought in to advise and a risk assessment is drawn up. The school has the support of a school nurse.

2. ARRANGEMENTS FOR SCHOOL REFUSERS

Those children whose attendance falls below 95% will be closely monitored and further action considered. School will challenge the attitude of those students and parents who give a low priority to attendance.

All registers will be checked, and absences monitored on a regular basis. Schools will analyse individual student data to identify quickly patterns of absence which cause concern and parents will be informed by the school where their child's attendance causes concern.

School has a clear and escalating approach to intervention where there are concerns regarding school attendance.

After school has attempted to address attendance issues with parents, and if there is no improvement the local authority will be informed where the child's attendance remains a concern and further actions agreed.

School has in place a system for enabling returning students to catch up on learning and re-integrate within the school.

7. 6th Form Provision – the curriculum is accessible to all students as our intake caters for internal and external students. The curriculum is accessible to students at the level appropriate for the individual. Students participate in guidance interviews throughout the application process ensuring that they are put on to the right course. All Deyes High School students have one to one advice from our full-time careers advisor.
8. Students who have temporary physical injuries i.e., fractures, are encouraged to attend school and individual risk assessments are carried out to ensure the least interruption to their education.
 - a) Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services
 1. As our current school buildings have evolved every effort has been made to accommodate all levels of physical disability in line with Part M of the Building Regulations (Access to and Use of Building). As many buildings as possible have been upgraded and lifts and ramps installed to allow smooth mobility around the school.
 2. Annual building checks carried out and recorded. Daily checks carried out by the caretaking team. All building services in place and carried out in a timely basis.
 3. PEP's (Personal education plans) are carried out for all students with disabilities and injuries. The school nurse can be consulted on the more complex issues. All PEP's are shared with all staff. Outside professionals (for example, Occupational Therapists,

Physical Disability support teams, 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

4. School has wheelchair access i.e., elevator, ramps in most areas. In other buildings, the timetable is constructed to support individual needs.
5. Disabled parking bays and toilets and changing facilities available.
6. Further adjustments will be considered based on need.

b) Improving the delivery to disabled students of information which is provided in writing for students who are not disabled

The school uses a range of communication methods to ensure information is accessible. This includes radio mics, large print resources, coloured resources.

The SENDCO uses learning plans and IEPs and places this information on School Synergy for all staff to access.

We invest in the purchase of IT educational support packages to support our individual students and in testing software to support the team in identifying intervention requirements. The communication with parents is via School Synergy.

We apply for additional funding from the Local Authority in the form of Top Up Funding for individual students to help us fund any additional requirements. The school invests this in hardware, software and Human resources.

d) Access to Pastoral Support

Pastoral support enshrines the principles of the personal development agenda. Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs.

The Assistant Heads for Personal Development and Behaviour and Attitudes, work together with a team who have regular inclusion meetings to discuss the needs of each child. The school works closely with CAHMS and utilises a range of external agencies.

1. We have a team trained child protection officers working under the Designated Safeguarding Lead. Posters are displayed around the school. All staff receive safeguarding training updates on a regular basis and are aware of the reporting procedure.
2. Students who are Looked After, Student Premium, and Young Carers are recorded as such on SIMS. Monitoring, reporting takes place. Deyes High School
3. Deyes High School has a comprehensive annual plan and review of all PP students, and we report to Governors regularly on the effectiveness of the spend. Based on the school improvement priorities for PP students we direct funding to disadvantaged students to ensure no child is disadvantaged. Faculties can bid for funds to target any students falling behind. All spend is evaluated for impacts and targeted to any cohorts in need of support. Examples include a minibus to support PP students with low attendance, uniform support and support with educational visits to ensure the curriculum is enriched for all. Looked after Children receive additional funding.
4. Team Around the Child/Family (TAC/TAF)

The TAC/TAF meeting brings together relevant practitioners and/or parent(s) to address the needs of the child or young person. The team works together to plan coordinated support from agencies to address problems in a holistic way. It can be an evolving team of practitioners who see the child or young person and/or parent to provide support to work with them as appropriate.

5. Parents should have an active role in the TAC meetings, if the young person is agreeable and their contribution should always be recognised as they have a central role in meeting the needs of the child or young person. Some parents may need to be supported to achieve this due to their own unmet needs.
6. Practitioners involved in the TAC must consider solutions, which should include family strengths, universal children's services, as well as statutory services, voluntary sector, informal support services, friends, or neighbours.
7. 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)
8. We have an in-house behaviour management procedure in place which is reported on to staff on a weekly basis.

9. The school has been allocated a school nurse who attends regularly and is available during working hours by telephone.

e) Access to Examinations and Assessments

The aim of this policy is to ensure that all students who have additional needs are supported through all exams and assessments to ensure there is an equality of opportunity. This policy details how Deyes High School facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements');
- requesting access arrangements;
- implementing access arrangements and the conduct of exams.

JCQ Publications General Regulations for Approved Centres (GR) and JCQ Access Arrangements and Reasonable Adjustments (AA) will be referred to identify staff responsibilities

Identifying The Need for Appropriate Access Arrangements

Head of Centre

- Is familiar with the contents of the JCQ GR and AA policies and directs staff to the updated policies published each year.
- Is responsible for ensuring the centre appoints an appropriately qualified assessor and provides evidence of qualification to be held on file.

Senior Leadership

Are familiar with the contents of the updated JCQ GR and AA policies published each year.

SENDCO

- To have a full understanding of the contents of the JCQ GR and AA policies and directs staff to the updated policies published each year
- Identify students who need additional support from referrals made by centre staff, external agencies and families.
- Leads on the access arrangements process to ensure students are provided with appropriate arrangements.
- Presents when requested by the JCQ inspector Access arrangements applications, evidence and assessor qualification evidence.
- Ensure assessments carried out by the assessor are administered correctly.
- Gather information from staff and agencies involved with a student that demonstrates their normal way of working and picture of need.
- Disseminate to staff guidance for Assessment Process for Access Arrangements.

Teaching Staff

- To inform the SENDCO of support any students may need, which is the candidate's normal way of working in the centre, by completing the referral form and providing evidence.

Assessor

- Have a detailed understanding of the most recently published JCQ AA policy.
- Conducts appropriate assessments to identify student's individual needs.

Requesting Access Arrangements

SENDCO

- Determines if arrangements identified require prior approval from the awarding body or approval is centre delegated before putting arrangements in place.

Exam Officer

- Is familiar with the contents of the JCQ GR and AA policies
- Process access arrangement applications referred from the SENDCO on Access Arrangements Online (AAO) and provide a copy on the outcome to the SENDCO.

Implementing Access Arrangements

Head of Centre

- To supports centre staff to ensure access arrangements and reasonable adjustments are accessible to students

Senior Leadership Team

- Are responsible for ensuring emergency evacuation procedures are in place for students who may need assistance during an evacuation.

SENDCO

- Inform all relevant staff of students where access arrangements and reasonable adjustments are in place.
- Liaise with the Exam officer to ensure access arrangements are in place for all internal and external examinations.

- Collate evidence for students with arrangements that shows their normal way of working in the centre.
- Ensure facilitators are introduced to candidates prior to examinations where needed.
- To ensure students are made aware of arrangements that are available to them.

Exam Officer

- To Liaise with the SENDCO to ensure students receive to appropriate support in all examinations.
- Ensure all invigilation staff have received appropriate training that enables them to support students with access arrangements in place.
- Request modified papers, where necessary, from exam boards before published deadlines

Teaching staff

- To ensure students with approved arrangements receive the appropriate support in lessons, all assessments and non-examination assessments.
- Retain evidence of student's normal way of working in the centre and provide to the SENDCO.

Maintenance Staff

- To Liaise with Head of centre, SENDCO and exam officer to ensure rooms and non-specialist equipment are adapted for students.

ICT Team

- To Liaise with the SENDCO and Exam Officer to make available any specialist and non-specialist IT equipment.

Facilitating Access

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations. On a candidate-by-candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

5. Review Arrangements

The Accessibility Plan will be reviewed by the AGC (Academy Governance Committees) on an annual basis and any required actions will be included in the School Improvement Plan.