



Accessibility Policy

	<p>TO BE REVIEWED BY THE FULL GOVERNORS' COMMITTEE (every 3 years)</p>
Reviewed in:	November 2017
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Governor Signature:	<i>K Mistry</i>
Next Review	November 2020

This Access Policy pays due regard to government law and Leicester City Council, 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 pass legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001, and Leicester City Councils Schools Accessibility Strategy); and it also incorporates aspects of the City of Leicester College school achievement plan.

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 city 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 College 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 College 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 Head Teacher (Teaching and Learning) who leads the Hub Leaders and monitors Hub 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**
- **Hub Curriculum Development Plans**
- **Policy for the Curriculum**
- **Policy for Assessment**
- **Gifted and Talented Statement**
- **Special Educational Needs Policy (and also an SEN Information Report)**
- **Supporting Pupils with Medical Conditions Policy**

Principal features of The City of Leicester College are:

Within their teaching teams, Hub Leaders monitor students' progress, linked to an Assistant Head Teacher with responsibility for a key stage/s for fortnightly meetings; and usually on an individual basis there are links with Form Tutors and Heads of Year to determine appropriate curriculum of specific students.

Children supported by 'Pupil Premium' funding are identified, and their curriculum progress is tracked and supported by curriculum leaders, Heads of year and assistant head teachers. Interventions at subject level are recorded on RAP sheets and monitored at monthly Hub Leader and weekly College Leadership Team meetings. Similarly, students' attendance is monitored by Form Tutors and Heads of Year meetings and at Link meetings with a member of CLT fortnightly.

In Year 7-8, students are generally taught in their mixed ability form 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 tutor groups, and identifying students in need of bespoke curriculum provision lies with the Heads of Year.

Progress Review Days, held twice a year; with a Subject Evening each year too. These are opportunities for parents and students to meet with professionals to discuss progress; 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 Data Manager sends to Heads of Year and CLT the Currently Working at (CWA) record sheet where every student's CWA is shown and ranked according to how far on or off target they are. Tutors and subject teachers plan interventions in conjunction with CLT. All CWAs are entered into SISRA and all teachers are able to view the progress of their students. Whole school tracking tables are also updated at assessment points and discussed at CLT on a three weekly cycle. Middle Leaders work alongside the senior leadership team to identify emerging trends and take appropriate action.

Students are generally taught according to ability / aptitude in Maths and in Science from Year 7 onwards; there are mixed ability groups in Year 7 English with students grouped on ability/aptitude in the older years. There is no banding in the option subjects in Years 9, 10 and 11.

There are guided choices for Year 9 students choosing Level 2 courses following discussions with students, parents, Learning Support, curriculum leaders and Heads of Year. For students with particular learning or other needs more bespoke packages may be negotiated. All students have access to the English Baccalaureate basket of qualifications through the core and options system if that is their choice.

In Years 9, 10 and 11 the curriculum is increasingly personalised: students choose three options at GCSE/BTEC in addition to core subjects (English, Maths, Science, MFL and History or Geography- from 2017). Students identified at working significantly above the expected ability range in Maths may also study Further Maths and the most able Scientists are offered the option to study 3 separate Science GCSEs. A small number of students, following discussions with them and their parents may spend more time on Maths and English rather than pursuing as many GCSEs. They may also study for vocational certificates based upon their areas of interest.

As standard, Science offers GCSE Core and Additional Science or separate sciences. From September 2016 GCSE students in Year 10 will follow Combined Science (the equivalent of two GCSEs) or separate Science, (the equivalent of 3 GCSEs). In Years 7 and 8 students follow a programme of study covering all aspects of Science.

Data from primary schools, reading and spelling tests inform differentiated mainstream classroom teaching and learning support interventions, together with information from parents, students and professionals.

Learning support interventions in Years 7-9 are informed by reading and spelling tests. Literacy intervention is now primarily through the LEXIA system which is followed for part of each lesson for the lowest set group in English and also in more personalised small group sessions.

There are various learning support interventions at KS4 to provide a differentiated and appropriate curriculum for identified students: these include 1:1 literacy and numeracy support, independent study session within the curriculum, reading support through the reading buddies system and the reading rampage programmes.

As appropriate, vocational courses can be accessed by individuals. The Youth Award Scheme - Prince's Trust XL programme and VESA – widening participation are well-established element of the KS4 offer, supporting students' development, for whom it is appropriate, of their social skills.

All Year 10 students have the opportunity to undertake work experience placement during their Year 10; for specifically identified students longer work experience placements are available.

Students with medical needs, unable to access school full-time, are supported by the hospital school and/or our team of mentors.

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 Inclusion Centre and The Base 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.

Section 2: Access to Pastoral support

The lead teacher monitoring this section of the Access Plan is the Deputy Head Teacher supported by Assistant Head Teachers (Pastoral) working with the Pastoral team, Tutors, School Counsellor and School Health Nurse. Outside professionals, such as the Educational Psychologist (EP), 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 support enshrines the principles of 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 Schools various policies contribute to supporting these aims:

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

Principal features of The City of Leicester College are:

The College has four Designated Child Protection Officers, with all of the senior team trained to this level. The four DSL's have significant experience in dealing effectively with a wide range of issues which meet the criteria and thresholds for referral/action.

Looked After Children are identified and monitored (linked to city professionals and following city guidelines). Students are supported by a highly trained LAC Mentor.

Children supported by 'Pupil Premium' funding are identified and their curriculum progress is tracked by Hub Leaders and the Senior Leadership Team. These students have an identified advocate who ensures they have those resources which unlock their ability to fully engage with learning.

Children who act as 'Young Carers' are identified and monitored (linked to city professionals). These pupils are offered support from the School Counsellor as standard

Individual Behaviour Reports, Risk Assessments and Pastoral Support Plans monitor and support students.

The Inclusion Team 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.

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

Our Careers Officer supports 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 Year 6 students into Year 7 (for tutor group placement, SEN initiatives, pre-transfer visits)

TCOLC employs a fully trained and experienced Counsellor works in school five days a week and liaises closely with PCAMHS and CAMHS as appropriate.

Students have access to the School Nurse, although the hours are not regular students can request an individual appointment with them, students have information about contacting the health service, including a text service.

Links to GPs and local NHS mental health services (CAHMS) closely informs support for specific students / work generally in supporting students

Pastoral staff and the School Counsellor are able to give information and advice to parents on how to support their child as needed. The Counsellor cannot, however, give details of specific conversations without students' permission.

Support through the Inclusion Team allows vulnerable pupils a base and encourages them to discuss any concerns they have. A number of short and long-term programs are offered through the inclusion team such as the nurture group for those new to Year 7 who have been identified as likely to need additional time and support in transitioning from primary to secondary education. The Base is a recent temporary addition which support social, emotional and academic development on a more intensive basis.

Attendance is monitored daily and parents who have not informed us of the reason for absence are contacted on the first day of absence. Heads of Year and Tutors liaise with pupils with lower attendance and support with the provision of work and reintegration packages. The Pastoral Support Officer tracks attendance, makes home visits and supports students and their families. The College has a range of rewards, competitions and rewards to encourage and recognise positive attendance.

The College prides itself on the quality of the relationship between staff and students, on the occasions when the relationship breaks down, a restorative justice style meeting takes place to resolve issues between pupils. Both parties are supported by the skilled BSU workers to share how they felt following the behaviour and listen to each other. Agreement is sought as to how to move forward. The principle of restorative justice is key to our ethos and success.

Exclusions are kept to a minimum – when returning from exclusion pupils are met with their parents by a member of the leadership team and expectations re-established before returning to lessons. This meeting often leads to a restorative meeting, as described above. Students may return on a monitoring report and the meeting may identify other support that may help.

Section 3: Site Accessibility

Responsibility for this section of the Access Plan lies jointly with the Head Teacher/SENCo and the College Business Leader, with contributions from a range of professionals supporting the school and from individuals within the school. These include LA officers and SEN Practitioners.

Students, staff, parents and visitors to the school have an equality of opportunity to access the curriculum and all areas of the site are fully accessible (except for the temporary Modular Buildings on the East side).

The following policies support these aims:

- **Critical Incident Plan Equality Policy**
- **Equality Act 2010**
- **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**

There is an annual audit of the site, using Leicester City Council's framework / guidelines, referring to The Access Needs Report which is carried out in consultation with appropriate officers and experts.

Health and safety issues identified and addressed on a continuous basis by a range of people within school - including teachers (activities, classrooms) and Hub Leaders (departmental areas), 'common areas' (Business Manager and Facilities Management (G4S) and CLT 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 to ensure their specific needs are met.

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 appropriate colleagues.

Outside professionals (for example, Occupational Therapists, the Leicester City 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 SENCo, supported by a team of Teaching Assistants monitor individual students' accessibility to each site, raising amendments and additions as and when necessary.

Section 4: Access to Information

This section of the Access Plan is monitored by the Data Information Manager and College Business Leader, 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 College 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 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 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 Parents' Evenings and Academic Review Evening
- reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans and IEPs
- the SEN review process.

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
- talking to teachers and support staff at annual subject-based Parents' Evenings, Academic Review Evenings and Termly Progress Reviews
- Year 6 Information Evening
- Options Evening (for students selecting their KS4 courses)
- Tutors and Heads of Year 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 teachers (SEN reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child mechanisms)
- 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 Head teacher.

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.