

	<h2 style="margin: 0;">Accessibility Plan</h2>
Person(s) Responsible:	
Approval:	Governing Body
Headteacher:	Gary Edmunds
Policy Originator:	Clare McGrath
Date Approved:	September 2020
Date of Review	September 2023

**1.0** This Access Plan pays due regard to government law 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 past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001;

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

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

**Section 2: Access to Pastoral Support** - includes the principles of past county 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 Plan 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 Plan is an ‘umbrella’ document: it encompasses existing policies and development plans, implemented and monitored by a range of teachers, the senior leadership team and directors.

The Plan is reviewed each year by the senior leadership team, with individual responsibilities for specific sections of the Plan as noted;

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

This section of the Access Plan is monitored by the Deputy Headteacher responsible for Teaching/ Learning and Curriculum, and the Headteacher who leads the heads of curriculum subjects and monitors development plans. This is to ensure that students across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs.

**2.1** The following documents/policies support this aim:

- School Development Plan
- Curriculum Policy
- Assessment and Monitoring Policy
- Gifted and Talented Policy
- Special Educational Needs and Disabilities Policy (and also an SEN Information Report)
- Health & Safety Policy

**2.2 Principal features of Spring Hill High School are:**

Within their teaching teams, Heads of Departments monitor students' progress during weekly meetings; and usually on an individual basis there are links with Heads of Departments to determine appropriate curriculum of specific students. Students classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by curriculum subjects / departments, Heads of Departments and members of the Senior Leadership Team. Interventions at subject level are recorded on Individual Provision Maps (IPM's) and monitored at termly 'Pupil Progress Meetings'. Similarly students' attendance is monitored by Deputy Headteachers and concerns are raised during weekly senior leadership meetings.

Students are usually taught the National Curriculum and the school site that they attend is carefully determined by the Headteacher and the senior leaders. This can include information from parents/carers and/or social workers when the student starts at Spring Hill High School. Progress Reviews (teachers' reports, three times each year) are reviewed by the Headteacher, senior leaders, teachers 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. The senior leadership team then plans interventions as appropriate in conjunction with subject leaders.

Whole school tracking data is under review, however, current assessments are discussed during Pupil Progress Meetings (termly) and during senior leadership weekly meetings to identify emerging trends and take appropriate action.

There are guided choices for Key Stage 4 and Key Stage 5 students choosing GCSE, Functional Skills, Entry Level, and ASDAN courses following discussions with students, parents/carers, curriculum leaders, senior leaders and Headteacher. The curriculum is personalised: a small number of students, following discussions with them and their parents/carers, may spend more time on Maths and English rather than pursuing a GCSE in Sociology, for example. In this time they may also study for vocational certificates based upon their areas of interest. The most able students are identified by prior attainment data, and are referred by subject teachers to the Gifted and Talented Coordinator (Deputy Headteacher responsible for Teaching/ Learning and Curriculum), with curriculum development, enrichment and extension activities made available to them, in addition to a programme of support, mentoring and intervention. Data from assessment tools (such as CAT4 and Forskills) inform differentiated Teaching and Learning Support interventions, together with information from parents/carers, students and professionals.

Each school site has a bank of laptops available to support the literacy and wider needs of our students.

Some students are able to access and complete work experience. Students with medical needs, unable to access school full-time, are supported by their Deputy Headteacher and Headteacher with a personalised time table to meet their needs. Throughout KS4 and KS5 students, through whole school data and testing, students are identified for Access Arrangements (exam concessions).

### **3.0 Section 2: Access to Pastoral support**

The Headteacher monitoring this section of the Accessibility Plan is Phase 1 Leader (with responsibility for SMSC), working with Teachers and Emotional and Learning Support Assistants. Outside professionals, such as the Educational Psychologist (EP), Clinical Psychology, Multi-Agency Safeguarding Hub (MASH) and Forward Thinking Birmingham (previously known as CAMHS), who support the School, contribute additionally to this work. Pastoral support is based on principles of students being healthy and safe, enjoying their education while maximising their potential in line with the school's vision, and making positive choices while contributing positively. Students across the Key Stages have access to appropriate pastoral support dependent on their specific needs.

The School's various separate policies contribute to supporting these aims:

- Attendance Policy
- Anti Bullying Policy
- Behaviour and Discipline Policy
- Safeguarding & Prevent Policy
- Special Educational Needs and Disabilities Policy

### **3.1 Principal features of Spring Hill High School are:**

Two Designated Child Protection school staff on site, with developed links to Social Services and local education authority teams. Looked After Children are identified and monitored. Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by HODs and the Senior Leadership Team. Behaviour Trackers and Risk Assessments monitor and support students. Senior leaders manage behaviour modification programmes for identified students, including school-refusers; as an alternative to exclusion; students returning from school after exclusion or from medical absence. Local Authority Educational Psychologists closely support the work of the school with individual students, as required by their needs. The school links to the MASH and the Team Around the Child/Family (TAC/TAF) initiatives. An Independent Careers Advisor supports all students, with a priority being those from Year 9 onwards, in ensuring they have work-related learning opportunities and planning for the future.

Links to GPs and local NHS mental health services (CAMHS) closely informs support for specific students / work, generally in supporting students. SLT 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 our Life Coach sessions allow vulnerable students to develop an awareness of themselves and their participation in society; students are encouraged to discuss any concerns they have and short and long term programs are offered through to support their social and emotional development. Enrichment weeks and guest speakers allow for bespoke PSHE sessions tailored for specific students. Attendance is monitored daily and parents/carers are contacted on the first day of absence. Deputy Headteachers liaise with students with lower attendance and support with the provision of work and reintegration packages. Exclusions are kept to a minimum – when returning from exclusion students have a reintegration meeting with deputies and/ or headteacher where expectations are re-established before returning to lessons.

The school manages students' behaviour through the school's responsibility points system which feeds into a very robust reward system. More personalised behaviour programmes are developed based on individual needs and weekly opportunities are

available for students who are seen as a 'star student of the week' to achieve a Headteacher's award. At the end of every term the school celebrated the success of the students in an end of term celebration where parents, carers, social workers and other outside agents who work with the children are invited to share in their success,

#### **4.0 Section 3: Site Accessibility Responsibility**

This section of the Access Plan lies jointly with the Headteacher/SENCo and the Premises Manager, with contributions from a range of professionals supporting the school and from individuals within the school. Students, staff, parents, carers and visitors to the school on all 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:
- Special Education Needs and Disabilities Policy
- The School Development Plan
- Fire Risk Assessments and Fire Safety
- Health and Safety Policy
- Disaster Plan
- First Aid and Medication Policy

#### **4.1 Principal features of Spring Hill High School are:**

Health and safety issues are identified and addressed on a continuous basis by a range of people within school - including the Premises Manager, Deputy Headteacher, teachers, subject leaders and SLT in reviewing these procedures and activities.

Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability. 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. Phase Leaders have 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, the Visual Impairment Team, Hearing Impairment, physiotherapists, Autism Outreach Service) support the work of the school, and the integration of specific students with SEND.

The Site Leaders on each site, on a day-to-day basis, monitor individual students' accessibility to each site and raise issues/concerns during weekly SLT meetings.

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

This section of the Access Plan is monitored by the Headteacher, and the Data Protection Officer (DPO), senior leaders, with support from the school's administration team. The school liaises with Local Authorities to ensure compliance with Local Authority and government statutes. Our aim is to ensure that students, parents, carers, staff and visitors have access to the information that they need, with due regard to confidentiality.

This plan supports the legislative framework for responding to requests for information under the statutory access regimes established by: The Freedom of Information Act (FOIA), General Data Protection Act (GDPR 2018), 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 general 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 requested. Parents/students may request copies of student record files, including paper and electronic files. Parents/students may not be given access to records which contain information on other staff/students which would breach our General Data Protection Policy and/or the GDPR, which will form the basis of the Data Protection Act 2018, currently at Bill stage. All requests for information should be made in writing to the DPO. Their contact information may be found on our website and in the Data Protection Policy. Any complaints should be addressed through the School's Complaints Procedure.

##### *Information provided by the school*

Students have access to information by:

- The regular reporting of students' progress by written reports from teachers each term.
- Feedback from their subject teachers (verbal and written) relating to their work, included at termly Parent/Carer Drop-Ins (Parents evenings).
- Reviews from enhanced monitoring through Looked-After Child reviews, PEP reviews, TAC Meetings and Statement/EHC reviews.
- Through the school student planner and 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 each term.
- Teachers' written comments in students' books / 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.
- Tour of the school for parents/carers of prospective new students by prior appointment to visit the school.
- Specific requests for information (see above).
- Through appointments with Deputy Head Teachers (Looked-After Child reviews, PEP reviews, TAC Meetings and Statement/EHC reviews).
- The School Prospectus.
- SEND 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.

Ratified by Governors:

Name: Barbara Scrivens

Role: Chair of Governors