



This Accessibility 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 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 Plan - through detail in individual policies - therefore highlights key whole school aims.

The Plan 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 Governing Body.

## Section 1: Access to the Curriculum

This section is monitored by the Deputy Headteacher and the Business Manager who lead the heads of department, monitor departmental development plans and ensure the site is modern, clean, accessible and secure and enables the school to offer a broad and balanced curriculum – of three years, Year 9 two years, KS4 Year 10/11 two years and Year 12/13.

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 Departmental Development Plans.
- Policy for Assessment / Examinations.
- Higher Learning Potential Policy.
- SEND Policy.
- Individual Health Care Plans.

Christopher Whitehead Language College:

- Has departments which monitor students' progress, linked to a member of SLT for fortnightly meetings. On an individual basis there are links with Heads of House to determine appropriate curriculum of specific students.
- Has children classified as 'Pupil Premium' identified, and their curriculum progress tracked and supported by curriculum departments, Heads of House and members of the Senior Leadership Team. Interventions at subject level are recorded and monitored via progress meetings. Similarly students' attendance is monitored by Learning Mentors and Heads of House at House meetings and at Link meetings with a member of SLT fortnightly.
- Has Year 7 students who are usually taught in their mixed ability House 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 Mentor Groups, and identifying students in need of bespoke curriculum provision lies with the Heads of House of each House group and is discussed at weekly meetings. Heads of Department also address these at weekly Department meetings.
- Has Progress Reviews which are reviewed by the Heads of House, Mentors 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 Data Manager sends to Heads of House and SLT the Currently Working At (CWA) record sheet where every student's CWA and Target is shown and ranked according to how far on or off target they are. Heads of House then plan interventions as appropriate in conjunction with Learning Mentors. 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.

- Has students who are taught according to ability / aptitude in Maths, English and in Science from Year 8 onwards; there are tiered ability groups in English, Maths and Science, with broad banding in the option subjects in Years 8 to 11.
- Has in Years 10 and 11 a curriculum that 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 as working significantly above the expected ability range in Maths also study Further Maths and the most able Scientists 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 a GCSE in MFL. In this time they may also study for vocational certificates based upon their areas of interest.
- Has GCSE Science offers in Core and Additional Science or separate sciences as standard. In Years 7 and 8 students follow a Programme of Study covering all aspects of Science. In Year 9 students are prepared for GCSE study and can also access additional teaching re-enforcing the curriculum covered in Years 7 and 8.
- Has the most able students identified by prior attainment data, and are referred by subject teachers to the HLP Coordinator, with curriculum development, enrichment and extension activities made available to them in addition to a programme of support, mentoring and intervention
- Has data from primary schools, reading and spelling tests and Cognitive Ability Tests (CATs) inform differentiated mainstream classroom teaching and Learning Support interventions, together with information from parents, students and professionals.
- Has Learning Support interventions in Years 7-9 informed by reading and spelling tests and CATs for Year 7s.
- Has various Learning Support interventions at KS4 to provide a differentiated and appropriate curriculum for identified students.
- Has appropriate, vocational courses that can be accessed by individuals. The Foundation Learner scheme allows a basic skills curriculum to be followed by key students.
- Has a scheme where Year 10 students have a work experience placement during their Year 10 available.
- Has support for students with medical needs, unable to access school full-time, provided by the Medical Education Team and the Pastoral Team.
- Has students identified for Access Arrangements (exam concessions) throughout KS4, and selectively for KS3 students, through whole school data and Learning Support specialist testing, These are Level 7 JCQ qualified assessors.
- Incorporates the inclusion centre, 'The House', which manages sections of the curriculum for identified students that are a short-term basis with reviews.

## **Section 2: Access to Pastoral Support**

The lead teacher monitoring this section of the Access Plan is the Deputy Headteacher (Pastoral), working with the Pastoral team, Learning Mentors, School Counsellor and School Health Nurse. Outside professionals, such as the Educational Psychologist (EP), Behaviour Support Service (BSS), Medical Coordinator, the school based PCSO, Multi Agency Safeguarding Hub (MASH) and Child &

Adolescent Mental Health Service (CAMHS), 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 school's various separate policies contribute to supporting these aims:

- Attendance and Punctuality Policy
- Medical Policy and Individual Health Care Plan
- Behaviour Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs Policy

Christopher Whitehead Language College:

- Has four Designated Safeguarding/Child Protection staff on site, with developed links to Children's Services.
- Ensures 'Looked After Children' (LAC) are identified and monitored (linked to county professionals and following county guidelines).
- Ensures children classified as 'Pupil Premium' (PP) are identified and their curriculum progress is tracked by HoDs and the Senior Leadership Team.
- Ensures children who act as 'Young Carers' are identified and monitored (linked to county professionals).
- Has individual Behaviour Plans, Risk Assessments and Pastoral Support Plans monitor and support students.
- 'The House' (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.
- County Educational Psychologists closely support the work of the school with individual students, as required by their needs.
- Has links to Children's Services relating to the Multi Agency Assessment and the Family Front Door initiatives.
- An independent Careers and Work Experience Coordinator supports students from Year 9 onwards with work-related learning and planning for the future. Our NEET figures Year 12 are 0%.
- Has links with primary partnership schools: early identification of individual students' needs, allowing for effective planning and support for transfer of Y6 students into Y7. All primary school receive a visit to discuss Y6 transition.
- School Counsellors work in school and liaise closely with SENCo, HoDs and the Pastoral Team.

- Students have access to the School Nurse – a lunchtime drop-in health care provision for students of all ages if offered (This service is confidential for students and school staff are not normally informed of who has attended.) Students can also request an individual appointment with the School Counsellor or School Health Nurse.
- Links to GPs and local NHS mental health services (CAMHS) closely informs support for specific students / work generally in supporting students.
- Pastoral staff and 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.
- Enrichment weeks and guest speakers allow for bespoke Values & Ethics sessions tailored for specific year groups.
- SEAL activities and vertical tutoring enables support among the students, across year groups, to develop without specific staff interventions.
- Attendance is monitored daily and parents are contacted via text on the first day of absence. HOH liaise with students with lower attendance and support with the provision of work and reintegration packages.
- Restorative Justice style meetings take place to resolve issues between students.
- Suspension are kept to a minimum – when returning from suspension students 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/SENCo and the Business 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 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 WCC Assessed Needs Report

Christopher Whitehead Language College:

- Has an annual audit, using government framework / guidelines, referring to The Access Needs Report and in consultation with occupational therapists.

- Has health and safety issues identified and addressed on a continuous basis by a range of people within school - including The Health & Safety Committee, teachers (activities, classrooms) and Heads of Faculties (departmental areas), 'common areas' (Business Manager) and SLT in reviewing these procedures and activities.
- Has risk assessments that 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).
- Has risk assessments identifying evacuation procedures for individual staff or students whose movements are compromised by their disability.
- Has the medical condition of students affecting health and safety and site accessibility, compiled as a separate document by the SENDCo, which is circulated to staff in school on a need to know basis.
- Has the medical conditions of staff affecting health and safety and site accessibility known, on a need to know basis, by the Headteacher and related staff.
- Has a Learning Support Centre which has the responsibility for ensuring that identified SEN students access all areas of the site within the health and safety guidelines.
- Has outside professionals (for example, Occupational Therapists, the 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.
- Has SEN Learning Support Assistants, on a day-to-day basis, to monitor individual students' accessibility to the site.
- Has a termly fire practice.

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

This section of the Access Plan is monitored by the Business Manager and the Governors' Operations Committee, with support from the school's administration team. The school aims 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.

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 which would breach our Data Protection Policy and/or the Data Protection Act.
- All requests for information should be made in writing, to the Headteacher.
- 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 from reports by teachers.
- Feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings.
- Reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans, IEPs and key review meetings.
- The SEN review process.
- Through the school student planner.
- Representation on/by the Student or House Council.

Parents have access to information by:

- The regular reporting of their child's progress by reports from teachers.
- Teachers' written comments in students' books / planners / letters / newsletters and emails to parents; telephone conversations.
- Talking to teachers and support staff at annual subject-based Parents' Evenings and Termly Progress Reviews.
- Year 6 information evening.
- Options Evening (for students selecting their KS4 courses).
- Learning Mentors and Heads of House 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, Multi-Agency Assessment and the Family Front Door mechanisms).
- The Main School Prospectus.
- Additional Needs 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 may have access to information (on a need-to-know basis only) by:

- 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' 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.