

Date Adopted	Autumn 2020
Review Date	Autumn 2021



ACCESSIBILITY POLICY	Statutory
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1. POLICY

- 1.1 This Accessibility Policy pays due regard to:
- Government legislation and local government directives, including The Equality Act (2010) and Children and Families Act (2014) Part 3 which links to the SEND Code of Practice 0- 25 Years (2015).
 - Gordano School Development Plan
- 1.2 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 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
- 1.3 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.
- 1.4 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.
- 1.5 This Accessibility Policy - through detail in individual policies - therefore, highlights key whole school aims summarising the provision within a large and complex school site.
- 1.6 Although the statutory review period for this policy is 3 years this 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 Local Governing Body.

2. SECTION 1: ACCESS TO THE CURRICULUM

This section of the Accessibility Policy is monitored by the Deputy Headteacher (Learning & Standards), who leads the Heads of Curriculum Faculties, and monitors Faculties' development plans. Aspects of the Curriculum are also managed by the Assistant Headteacher/Head of Sixth Form and other members of the senior leadership team.

- 2.1 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
 - SEND Policy
 - Individual Curriculum Faculties' Development Plans
 - Curriculum Policy
 - Learning Policy
 - Disability & Equality Policy
- 2.2 **Principal features of Gordano School are:**
The Curriculum is organised into three distinct stages:
- Key Stage Three refers to Years 7 and 8.
 - Key Stage Four refers to Years 9, 10 and 11
 - The **Sixth Form** (Post-16) refers to Years 12 and 13

The characteristics of each of these stages is explained in detail in the Curriculum Policy.

- 2.2.1 Within their teaching teams, Heads of Faculty / Heads of Subject / Key Stage coordinators monitor students' progress, linked to a member of SLT; and usually on an individual basis there are links with Heads of Houses/Year and the Learning Support Faculty to determine appropriate curriculum of specific students.

- 2.2.2 Students classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by curriculum faculties and the Senior Leadership Team.
- 2.2.3 At both Key Stages Three and Four students are taught according to ability/aptitude in Maths, and Science, with broad banding elsewhere.
- 2.2.4 There are guided choices for Year 8 students choosing personalised stage courses: discussions with students, parents, Learning Support and curriculum leaders.
- 2.2.5 Achievement Reviews (teachers' reports at least twice each year) are reviewed by the Heads of Year or Heads of House, Tutors and curriculum subject leaders; there is an SLT overview of report-writing; a range of staff contribute to tracking and documenting students' progress, to allow for appropriate interventions, evaluation and modification, as required.
- 2.2.6 Most able students are identified by their teachers and by performance data, with curriculum development and extension activities organised to enhance the curriculum.
- 2.2.7 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, carers, students and multi-agency professionals.
- 2.2.8 Learning Support interventions in the Key Stage Three are informed by information provided by primary schools during transition, reading and spelling tests and CATs for Year 7s (in September each year). A support programme is provided for students identified as needing targeted literacy and numeracy support. Individual support and small group teaching is provided in Learning Support for literacy; and reading and spelling interventions for specifically identified and monitored students. There are various Learning Support interventions in Key Stage 3 to provide a differentiated and appropriate curriculum for identified students.
- 2.2.9 A range of on-site/off-site vocational courses and opportunities support students' development of their social skills.
- 2.2.10 All Year 10 students have a work experience placement at the end of their Year 10.
- 2.2.11 Students with medical needs, unable to access school full-time, are assisted with customised timetables, and supported by the Learning Support Faculty and the North Somerset/Bristol Tuition services.
- 2.2.12 Throughout KS4, and selectively for KS3 students, through whole school data and Learning Support specialist testing, students are identified for Access Arrangements (exam concessions).
- 2.2.13 The Centre and the Learning Support Faculty 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.

3. SECTION 2: ACCESS TO PASTORAL SUPPORT

- 3.1 The lead teacher monitoring this section of the Access Plan is the Deputy Headteacher (Pastoral & Behaviour), working with the Assistant Headteacher / Head of Sixth Form, SENDCO, Heads of Year, Heads of House, Assistant Heads of Year7/House, Tutors, Centre Pastoral Support staff (including the Safeguarding Team) and School Nursing Team, Counsellors, the Youth Hub and the school Chaplain. Outside professionals, such as the Educational Psychologist (EP), North Somerset Safeguarding Partnership (NSSP) and Child & Adolescent Mental Health Service (PCAMHS), who support the School, contribute additionally to this work.
- 3.2 Pastoral support enshrines the principles of Every Child Matters and aspects of Social Emotional Mental Health provision (SEMH). Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs.

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

- Attendance Policy
- Drugs & Alcohol Policy
- Disability & Equality Policy
- Safeguarding & Child Protection Policy
- Behaviour Policy
- Relationships and Sex Education Policy
- Special Educational **Needs Policy**

3.4 **Principal features of Gordano School are:**

3.4.1 Designated Child Protection staff on site, with developed links to Social Services and North Somerset & Bristol local education authority teams.

3.4.2 Looked After Students are identified and monitored (linked to county professionals and following county guidelines).

3.4.3 Students classified as 'Pupil Premium' are identified and their curriculum progress is tracked by the Pupil Premium coordinator, pastoral leaders, progress mentors and the Senior Leadership Team.

3.4.4 Students who act as 'Young Carers' are identified and monitored (linked to county professionals).

3.4.5 Student Support Plans and Pastoral Support Plans monitor students' targets to impact on their Behaviour and Learning, together with the multi-agency liaison work of the Centre.

3.4.6 The Centre and Student Support Faculty manage Behaviour for identified students using various approaches including, Thrive, Emotion Coaching, Pastoral Mentoring, Active mentoring and restorative work. (usually short-term interventions, but for a very few there can be longer-term interventions), including school-refusers, students returning to school after exclusion or from medical absence.

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

3.4.8 The school links to the NSSP relating to Early Help and the Team Around the Child/Family (TAC/TAF) initiatives.

3.4.9 Our Careers and Work Experience coordinator will support students with work-related learning and planning for the future.

3.4.10 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, SEND initiatives, pre-transfer visits).

3.4.11 Students have access to 'No Worries' - a weekly lunchtime drop-in health care provision for students of all ages, staffed by the School Health Nursing Team. Students can also request an individual appointment with the School Counsellor, Chaplain or School Health Nurse.

3.4.12 Sustained and developed links to GPs and local NHS mental health services (CAHMS) closely informs support for specific students / work generally in supporting students.

3.4.13 Risk Assessments identify students who require enhanced monitoring through medical / mobility needs or Behaviour issues.

3.4.14 SEND locality working, linking Gordano School with primary feeder schools, and with the Local (Education) Authority.

3.4.15 Pastoral staff and School Counsellors are able to give information and advice to parents on how to support their child as needed. Counsellors cannot provide details of specific conversations without students' permission.

3.4.16 Staff have access to counselling services provided by the School's Counsellors and an external Employee Assistance Programme.

4. SECTION 3: SITE ACCESSIBILITY

- 4.1 Responsibility for this section of the Accessibility Policy lies jointly with the Business Manager and SENDCO, with contributions from a range of professionals supporting the school and from individuals within the school.
- 4.2 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.
- 4.3 The following policies support these aims:
- Emergency Management and Continuity Plan
 - Disability & Equality Policy
 - Facilities Development Plan
 - Fire Risk Assessments
 - Health and Safety Policy
 - Lettings Policy and Transfer of Control Agreements
- 4.4 **Principal features of Gordano School are:**
- 4.4.1 Health and safety issues identified and addressed on a continuous basis by the Health and Safety Committee, Heads of Faculties (departmental areas), common areas (Facilities Manager) and SLT in reviewing these procedures and activities together with regular H&S Inspections.
- 4.4.2 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).
- 4.4.3 Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability (PEEPS).
- 4.4.4 The medical condition of students affecting health and safety and site accessibility, information is collated and held in the School Management System and by the School First Aider with information circulated to staff in school on a need to know basis.
- 4.4.5 The medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the HR Manager, the Headteacher and Business Manager and related staff.
- 4.4.6 The Learning Support Faculty has the responsibility for ensuring that identified SEND students access all areas of the site within the health and safety guidelines.
- 4.4.7 Outside professionals (for example, Occupational Therapists, the North Somerset Vulnerable Learners service) support the work of the school, and the integration of specific students within mainstream classes.

5. SECTION 4: ACCESS TO INFORMATION

This section of the Accessibility Policy is monitored by the School Business Manager, 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, governors and visitors have access to the information that they need, with due regard to confidentiality.

5.1 Purpose of this policy:

- 5.1.1 This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- Freedom of Information Act (FOIA)
- General Data Protection Regulation 2018
- Equality Act 2010) and other legislation that provides a right of access

5.1.2 In addition, the School has its own Complaints policy and procedure.

5.2 Responses to requests for information

5.2.1 All school policies and other relevant documents are posted on, and may be downloaded from, the school's website or hard copies may be requested at a small charge.

5.2.2 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.

5.2.3 Parents/students may not be given access to records which contain information on other staff/students which would breach statutory regulations.

5.2.4 All requests for information should be made in writing, to the School Business Manager.

5.2.5 Any complaints should be addressed through the School's Complaints Procedure.

5.3 Information provided by the school

Students have access to information through:

5.3.1 The regular reporting of students' progress by written reports from teachers.

5.3.2 Feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings.

5.3.3 Reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans, the Sixth Form review process, and such like.

5.3.4 The SEND review process.

5.3.5 A virtual learning environment (Firefly and Microsoft Teams)

5.3.6 Representation on/by the Student Council.

5.4 Parents have access to information through:

5.4.1 Regular reporting of their child's progress by written reports from teachers.

5.4.2 Teachers' written comments in students' books / planners / letters and emails to parents; telephone conversations.

5.4.3 Talking to teachers and support staff at annual subject-based Parents' Evenings and Progress Reviews.

5.4.4 New Parents' (Year 7) evening (September/October each year).

5.4.5 Options Evening (for Year 8 students selecting their KS4 courses).

5.4.6 KS5 post-16 Options Evening (for Year 11 students selecting their KS5 courses).

5.4.7 Contact with Tutors, Heads/Assistant Heads of Year and Heads/Assistant Heads of Houses.

5.4.8 School Newsletter.

5.4.9 The school's virtual learning environment (Firefly and Microsoft Teams) accessed through the School's website.

5.4.10 Open mornings for parents of new students.

- 5.4.11 By prior appointment to visit the school.
- 5.4.12 Specific requests or information (see above).
- 5.4.13 Appointments with teachers (SEND reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child mechanisms).
- 5.4.14 The Main School Prospectus, and the Sixth Form Prospectus.
- 5.4.15 SEND information to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of the school.

5.5 Visitors, external agencies, individuals have access to information (on a need-to-know basis only) through:

- the School’s website.
- contact with professionals within the school.
- written requests to the School Business Manager.

5.6 Accessibility of information

The School aims to provide information in an accessible format and will respond to individual needs and requests as they arise e.g:

- 5.6.1 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.
- 5.6.2 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.
- 5.6.3 During parents’ evenings and review meetings of students’ performance in school, details are confirmed to parents on how they can access information.
- 5.6.4 The School will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access information.
- 5.6.5 The School’s web site has a ‘text only’ facility to assist those with a visual impairment.

Date Policy adopted: ...15th November 2021.....

Neil Wiley

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Chair of Governors



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Headteacher