



## ST ALOYSIUS COLLEGE

### ACCESSIBILITY PLAN

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of St Aloysius to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

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

### The School's Context

We are secondary school for boys age range 11 – 16, with a co-ed 6<sup>th</sup> form. The school comprises of a large site spread over several buildings, with the main teaching building up to four storeys high. There is also a large playing fields that is a 10 minute walk from the school. We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The School aims to:

- embraces a partnership between the school and home
- offers to each member the opportunity to grow in knowledge fostered through Christian values and guidance.
- ensure that every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- ensure children will be helped to appreciate that they are members of the wider community in its richness and diversity
- ensure that the curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

## 1. Increasing the extent to which disabled pupils can participate in the school curriculum.

### a) Access to the Curriculum

Students across the Key Stages have an appropriate (differentiated) curriculum to fit their needs. The following documents/policies support this aim:

- School Development Plan
- Department Development Plans
- Policy for the Curriculum - this is currently being reviewed and is scheduled to be signed off in 2018.
- Policy for Assessment - this is currently being reviewed and is scheduled to be signed off in 2018.

• Special Educational Needs Policy (and also an SEN Information Report)

• Supporting Pupils with Medical Conditions Policy

Principal features of St Aloysius College are:

- Within their teaching teams, Heads of Department (HOD) and Heads of Years (HOY) monitor students' progress. Discussions to determine appropriate curriculum needs of specific students is achieved at SLT line management meetings.
- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by curriculum departments, HOY and a member of the Senior Leadership Team. Interventions at subject level are recorded PPM Tracking sheets and monitored at line management meetings as well as at department meetings, after each assessment point.
- Pupils' attendance is monitored by Form Tutors and the school's attendance officer
  - In Year 7 students are usually taught in their mixed ability groups; the composition of the groups is carefully determined from KS2 data and CAT4 test data, if available. Monitoring Tutor Groups, and identifying students in need of bespoke curriculum provision lies with the HOY and is discussed with line managers. Heads of Department also address these at Department meetings.
  - Progress reports are generated at each assessment point (four times each year) and are reviewed by the HOYs, Tutors and curriculum HODs. A range of staff contribute to tracking and documenting pupils' progress, to allow for appropriate interventions and evaluation, as required. Progress is measured against annual targets set. All progress data is entered into Assessment Manager and all teachers are able to view the progress of their pupils.
  - Students are taught according to ability in most subjects from Y8 onwards. There are tiered ability groups in English, Maths, RE and Science, with broad banding in the option subjects in Years 9, 10 and 11.
  - There are option choices for Year 9 pupils choosing Level 2 courses following discussions with pupils, parents and teachers. For pupils 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: pupils choose options at GCSE/BTEC level in addition to core subjects (English, Maths, Science, RE and History or Geography). Pupils identified at working significantly above the expected ability range in Maths could also study Further Maths and the most able Scientists study 3 separate Science GCSEs. A small number of pupils, following discussions with them and their parents may spend more time on Maths and English rather than pursuing a GCSE option course. In this time they may also study for vocational certificates based upon their areas of interest.

- Data from primary schools, reading and spelling tests and Cognitive Ability Tests (CAT4) inform differentiated mainstream classroom teaching and Learning Support interventions, together with information from other professionals.
- Learning Support interventions In Years 7-9 are informed by reading and spelling tests and CAT4 test for Year 7s. Literacy intervention is now primarily through the LEXIA system which is more personalised group sessions administrated and monitored by a full time member of staff .
- As appropriate, vocational courses can be accessed by individuals, were such courses are available.
- Pupils with medical needs, unable to access school full-time, are supported by the Curriculum Support Department and the Pastoral Team.
- Throughout KS4, and selectively for KS3 pupils, through whole school data and Learning Support specialist testing, pupils are identified for Access Arrangements (exam concessions).
- The Learning Support centre and the Curriculum Support Department manage sections of the curriculum for identified pupils (usually short-term interventions, but for a very few there can be longer-term interventions) including pupils 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.

## **b) Access to Pastoral support**

Pastoral support enshrines the principles of Every Child Matters and aspects of the Social and Emotional Aspects of Learning (SEAL) agenda, fully supporting the social, emotional and mental health needs of our pupils and staff. Pupils 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 Policy on supporting students with medical conditions in School
- Behaviour Policy
- Safeguarding & Child Protection Policy
- Special Educational Needs Policy

Principal features of St Aloysius College are:

- Three Designated Child Protection staff on site, with developed links to Social Services and Islington local education authority teams
- Looked After Children are identified and monitored by all teachers.
- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by HODs and the Senior Leadership Team
- Children who act as 'Young Carers' are identified and monitored (linked to Children Services)
- Individual Behaviour monitoring forms and Pastoral Support Plans monitor and support pupils.
- LSC (Learning Support Centre) manage behaviour modification for identified pupils (usually short-term interventions, but for a very few there can be longer-term interventions), including pupils returning from exclusion or from medical absence.
- County Educational Psychologists closely support the work of the school with individual students, as required by their needs
- The school links to the MASH relating to the Common Assessment Framework (CAF) and the Team Around the Child/Family (TAC/TAF) initiatives

- Our Careers Co-ordinator and Work Experience Co-ordinator, support pupils from Year 9 onwards with work-related learning and planning for the future.
- We have developed links with primary partnership schools to facilitate 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)
- An experienced Counsellor brought in from Terapia works in school one day a week with identified pupils. In addition, selected pupils have access to a CAHMS counsellor once a week to address their emotional/mental health needs.
  - Links to GPs and local NHS mental health services (CAHMS) closely informs support for specific pupils / work generally in supporting pupils.
  - Restorative Justice style meetings take place to resolve issues between pupils.
  - Exclusions are kept to a minimum – when returning from exclusion pupils are met and expectations re-established before returning to lessons.

## **2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;**

Pupils, 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. In the event that buildings cannot be adapted, changes will be made to the curriculum -typically this will mean rooming to accessible accommodation.

The following policies support these aims:

- Critical Incident Plan Equality Policy
- Fire Risk Assessments and the Fire Safety Action Plan
- Health and Safety Policy

Principal features of St Aloysius College are:

- the annual audit of each site, using Corporate H&S Islington framework / guidelines.
- health and safety issues identified and addressed on a continuous basis by a range of people within school - including The Health and Safety Officer & Committee, teachers (activities, classrooms) and HODs (departmental areas), 'common areas' (Premises Manager) and SLT in reviewing these procedures and activities.
- access to all parts of the school site is possible by use of pathways and lifts.
- 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 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 Head teacher and related staff
- the Curriculum Support Department has 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, Downs Syndrome Service, Speech and Language Service) support the work of the school, and the integration of specific students within mainstream classes.
- the SENCO and Teaching Assistants on each site, on a day-to-day basis, monitor individual students' accessibility to each site.

### **3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.**

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 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.
- Parents 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 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**

### **Pupils have access to information by:**

- the regular reporting of pupils' 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.
- reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans, and Pupil Support Plans (SEN).
- the SEN review process
- through the school student planner
- 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
- 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.
- Curriculum information evenings.
- Options Evening (for students selecting their KS4 courses)
- Tutors and HOYs 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)
- the Main School Prospectus
- 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