

School Accessibility Plan - Draft



The Cherwell School is currently updating its School Accessibility Plan to comply with new legislation, and to ensure that it is in line with the SEND policy and the SEND strategy. This document is therefore a draft document, and will be added to and modified as a result of a review by an Accessibility Working Group representing a wide variety of adults and students accessing the school, which will take place in 2016.

The Cherwell School prides itself on being 'a centre of opportunity' for all students. Our school aims to emphasise that opportunities should be available for every person, that we have an ethos of mutual respect and a belief that excellence can be achieved by all, and that we want every individual to thrive in the widest sense. Schools also have a specific duty not to discriminate against disabled students for a reason relating to their disability and to promote the inclusion of disabled students in all aspects of school life. The Accessibility Plan will aim to support all students in this context, and to reduce barriers that might prevent these aims being met.

The review will seek input from as wide a range of interested parties as possible. This will include students, staff (both teaching and support staff), specialist professionals working on the site (e.g. in our Communications and Interaction Resource Base and our Hearing Resource Base), the pastoral teams, parents, senior leadership and governors. It will aim to ensure that the needs of all students, including those with SEND and medical needs, are met within the school environment.

If you would like to be involved in this review, please do not hesitate to contact us. All contact details are given at the end of this document.

The Accessibility Plan must pay due regard to the law and local Oxfordshire County Council directives, 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, and Oxfordshire County Council's Schools Accessibility Strategy 2006-2009).

The **Accessibility Plan** will be divided into four sections:

Section 1: Access to the Curriculum - for students

Section 2: Access to Pastoral Support – for students

Section 3: Site Accessibility - for staff, parents, students and the community

Section 4: Access to Information - for staff, parents, students and the community

An introduction to these main areas is given below, outlining the current approach.

Section 1: Access to the curriculum

This section of the Accessibility Plan will be monitored by the Deputy Headteacher (Teaching and learning) and the Assistant Headteacher (Inclusion).

The aim is to ensure that all students will have an appropriate (differentiated and personalised) curriculum to fit their needs. The following policies support this aim:

- **Teaching and Learning Policy**
- **School Development and Improvement Plan (SDIP)**
- **Individual Faculty Development Plans**
- **Special Educational Needs Policy**

Faculty leaders have responsibility for ensuring that they teach an appropriate curriculum that is accessible to all, and they are responsible to the senior leadership team through their appointed faculty link.

Section 2: Access to Pastoral support

The lead teacher monitoring this section of the Accessibility Plan is the Deputy Headteacher (Student Experience), working with the year teams, the Assistant Headteacher (Inclusion), tutors, school counsellor, learning mentors, inclusion manager, SEND officer and School Health Nurse. External professionals, such as the Educational Psychologist (EP), Multi-Agency Safeguarding Hub (MASH) and Primary Child & Adolescent Mental Health Service (PCAMHS), who support the School, contribute additionally to this work.

The aim is to ensure that all students will have access to suitable pastoral support to ensure that they are safe in school and are supported in their emotional and social development. The following policies support this aim:

- **Anti-bullying policy**
- **Behaviour for Learning policy**
- **E-safety policy**
- **Healthy Schools policy**
- **Safeguarding and Child Protection policy**

Section 3: Site Accessibility

Responsibility for this section of the Accessibility Plan lies jointly with the Assistant Headteacher (Inclusion) and the Premises Manager, with contributions from a range of professionals supporting the school and from individuals within the school.

An annual audit of the site is undertaken in consultation with occupational therapists and audio specialists. Health and safety issues are identified and addressed on a continuous basis by a range of people within the school, including the Health and Safety Officer, Heads of Faculties, the Premises Manager and caretaking staff, the senior leadership team and other colleagues. Risk assessments are written as appropriate for particular students or activities or to take into account a specific disability.

Students, staff, parents and visitors to the school on both sites should have an equality of opportunity to access the site, 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:

- **Equality Policy**
- **Facilities Development Plan**
- **School Development and Improvement Plan**

- **Fire Risk Assessments/Fire Safety Action Plan**
- **Health and Safety Policy**

Section 4: Access to Information

This section of the Access Plan is monitored by the Deputy Headteacher (Student Experience). 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 (1995) and the Equality Act (2010).

These aims are supported by the following policies:

- **Home-school Communications guidance**
- **Freedom of Information policy**

Students have access to information by:

- PR data reports
- feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings
- reviews from enhanced monitoring through Pastoral Support Plans and SEN reviews
- representation on/by the Student Council

Parents have access to information by:

- PR data reports
- teachers' written comments in students' books / planners / letters and emails to parents; telephone conversations
- talking to teachers and support staff at annual Parents' Evenings
- Meet the tutor evening (September/October each year)
- Options Evening (for Y9 students selecting their KS4 courses)
- KS5 post-16 Options Evening (for Y11 students selecting their AS courses)
- Cherwell Newsletter
- School website
- Annual School Report
- by prior appointment to visit the school
- specific requests or information (see above)
- through appointments with teachers (SEN reviews, reviewing Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child)
- School Prospectus, and the Sixth Form 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:

- School website
- contact with professionals within the school
- by written request to the Head of School.

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
- the School's web site has a 'text only' facility to assist those with a visual impairment
- the School's website has a language facility to choose the language you prefer to aid bilingual speakers.

If you wish to feed back any comments on the accessibility of the school, please complete the attached form and send a paper or electronic copy to:

Dr Martha Hawes

AHT (Inclusion)

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