

# School Accessibility Plan



This document is the School Accessibility Plan for The Cherwell School, updated to comply with the new Special Educational Needs (SEN) Code of Practice 2014, equality and disability legislation and the school's SEND policy, which is available on the school website ([www.Cherwell.oxon.sch.uk](http://www.Cherwell.oxon.sch.uk)). This document has been updated following consultation with parents, carers and staff, and will be reviewed annually by our Accessibility Working Group representing the views of adults and students accessing the school. The other main purpose of this group is to devise and monitor the implementation of an Accessibility Plan, which will identify areas for improvement and changes required to improve the accessibility of the school.

This plan is made available on the school website and is also available in large print or other accessible format if required.

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 students, staff, parents, carers and the community

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

An introduction to these main areas is given below.

The Cherwell School prides itself on being 'a centre of opportunity' for all students and staff. Our school aims 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 aims to support all students in this context, and to reduce barriers that might prevent these aims being met. It also aims to ensure that all adults involved with students (whether as parents, carers or professionally) are not discriminated against. The school also has a duty to make reasonable adjustments to ensure that students, parents, carers and staff who are disabled are not put at a disadvantage in comparison with those who are not disabled.

In reviewing the Accessibility Plan, we have sought input from as wide a range of interested parties as possible. This has included students, staff (both teaching and support staff), specialist professionals working on the site (e.g. in our Communications and Interaction Resource Base (CIRB) and our Hearing Resource Base (HRB), the pastoral teams, parents, carers, senior leadership and governors.

The Accessibility Plan must pay due regard to the law and local Oxfordshire County Council policies, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 of which links in to the SEN Code of Practice (2014), and the Oxfordshire Schools Accessibility Strategy.

## **Section 1: Access to the curriculum and assessment**

The aim of this Plan 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**
- **Exams Access 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 SLT faculty link. They are supported in this by our internal resource bases (7 Stars teacher for students with low literacy levels in Year 7, Social and Emotional Wellbeing Base, HRB\* and CIRB\*\*). Information about the curriculum can be found on the school website or a printed copy requested from the school's reception. The school will fully comply with the systems stipulated by JCQ for exams access arrangements, to ensure reasonable adjustments are in place.

Responsibility for the curriculum aspect of the plan lies with the Deputy Headteacher (Curriculum) and the Assistant Headteacher (Inclusion)/SENCO.

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

The aim of this Plan 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 and general wellbeing. The following policies support this aim:

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

This part of the Plan is implemented by Year Leaders and Deputy Year Leaders working with their teams of tutors. They are supported by the Assistant Headteacher (Inclusion)/SENCO, School Counsellor, Learning Mentors, Inclusion Manager, SEND Officer and School Health Nurse. All staff are regularly trained in safeguarding, and the school places great emphasis on the 'culture of safeguarding' to ensure that any concerns about students are reported to the appropriate people. Students receive

support and information via tutor time, assemblies, Social Wellbeing lessons and PSHE lessons. 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.

Responsibility for this aspect of the plan lies with the Deputy Headteacher (Student Experience).

### **Section 3: Site Accessibility**

The aim of this Plan is that students, staff, parents, carers and visitors to the school on both sites will have an equality of opportunity to access the site. In doing so, the school will have regard to our legal duty to make reasonable adjustments to ensure the school does not discriminate against anyone because of their disability. If areas of the school cannot be made accessible, we will explain why. 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**

An audit of the site is undertaken in consultation with occupational therapists and visual specialists as required. The acoustic environment is audited annually with the school committed to an ongoing programme of improvement. A Health and Safety audit also happens annually, and 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. Parents and carers of students with physical disabilities should contact Martha Hawes, the Assistant Headteacher (Inclusion)/SENCO, if there are reasonable adjustments that need to be made to enable access. Staff with physical disabilities should contact Lindsey Alexander, the Assistant Headteacher for Professional Learning.

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

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

Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality. The school aims to provide information in an accessible format and will respond to individual needs and requests as they arise. Information on the school website can be requested in written form by contacting the school reception.

The aims in this section are supported by the following policies:

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

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), the Data Protection Act (DPA), and the Equality Act (2010).

This section of the Accessibility Plan is monitored by the Deputy Headteacher (Student Experience).

If you wish to contact the school regarding accessibility, please email [accessibility@cherwell.oxon.sch.uk](mailto:accessibility@cherwell.oxon.sch.uk)

March 2017

\*Hearing Resource Base

\*\*Communication and Interaction Resource Base

# Accessibility Plan

## 1. Curriculum

Outcomes	Actions	Who and when?	Review date
To ensure the KS3 curriculum is accessible to all students and that disadvantaged students' needs are taken into account when planning the curriculum and assessment.	<ul style="list-style-type: none"> <li>- Subjects providing clearer curriculum documentation, and rewriting content and assessments so that they are accessible and rewarding for all.</li> <li>- Introduction of more robust interventions for insecure students – Year 8 and 9 alternatives to two languages, Maths interventions, Reading Recovery for Year 7.</li> </ul>	<p>TB / KS3 Curriculum and Assessment Group / Faculty Leaders (FLs)</p> <p>2017/18</p>	<p>March 2017 (external review from River Learning Trust).</p> <p>Next review March 2018</p>
To provide a suitable range of options at KS4 to ensure that all students can develop the skills and experience they need for their further educational choices.	<ul style="list-style-type: none"> <li>- Introduction of VCerts for Food, Engineering, and Cambridge Nationals for H and SC and ICT. These courses are more accessible for many students, due to nature of the courses and assessments.</li> </ul>	<p>TB / Jji / FLs</p> <p>Ongoing</p>	<p>November 2017</p>
To build on the Teaching and Learning policy to ensure that teachers have the capacity and knowledge to provide work that is suitably differentiated for different students' needs.	<ul style="list-style-type: none"> <li>- Training provided for teachers on how to interpret the policy to ensure access for all.</li> </ul>	<p>Various avenues: staff meetings, Teaching and Learning clinics, lesson observations, January INSET day, faculty time.</p> <p>Analysis of SEND data at PR3 and 5.</p> <p>Ongoing</p>	<p>March 2018</p>
That the school reporting system allows the progress and successes of students to be	<ul style="list-style-type: none"> <li>- School reporting system at KS3 has moved to a lighter touch model, with</li> </ul>	<p>TB / FLs / All staff</p> <p>Analysis of</p>	<p>March 2018</p>

Outcomes	Actions	Who and when?	Review date
recognised and celebrated.	summative data shared less frequently and in a less specific form. This is beneficial to vulnerable students as it reduces the comparison effect and promotes focus on learning and progress, rather than performance.	data at PR3 and 5.	

## 2. Information

Outcomes	Actions	Who and when?	Review date
That parents and carers will know how to request information in different languages if needed.	Audit 'signposts' for parents and carers on website and standard written information to ensure this information always clearly communicated.	MHs Term 6 2017	March 2018
That parents and carers whose language at home is not English will feel connected to the school and will know how to support their children with their learning.	Investigate level of need in this area – parental conversations, survey, etc. E.g. is there a difference in parental engagement and confidence among different groups of parents and carers.  Use results of this to develop strategies for engaging these students more effectively.	JCm 2017	Jan 2018
That parents and carers from all communities around the school know how to access information and support for their children, and feel confident about whom to contact from the school.	Investigate level of need in this area – parental conversations, survey, etc. E.g. is there a difference in parental engagement and confidence among different groups of parents and carers?  Use results of this to develop strategies for engaging these students more effectively.	MHs 2017	Jan 2018
That communication with parents and carers will use electronic means that are most effective.	Investigate systems for texting groups of parents and carers (or individuals) to identify whether this could be introduced.	MHs June 2017	June 2018

### 3. Pastoral support

Outcomes	Actions	Who and when?	Review date
That students are taught explicitly how to deal with social and emotional difficulties and become better at managing their behaviour and feelings.	Mindfulness group in year 11 to be developed further.  PSHE curriculum being reviewed to reflect concerns.	BT 2016/17	Summer 2017
That systems to support children with mental health difficulties are more robust and staff are more knowledgeable.	Mental Health first aid – training for staff to enable them to notice signs of mental distress.	BT 2016/17	January 2018
That students with autistic spectrum conditions are better supported to learn how to deal with social situations and stresses.	Development of work with SENSS team to include regular group work and one-to-one social support where needed.	MHs 2017/18	Jan 2018
Support for staff to manage stress and anxiety	Offer further opportunities to manage wellbeing – Tai Chi, Yoga	LA 2016/17	Jan 2018

### 4. Site

Outcomes	Actions	Who and when?	Review date
Toilets are more accessible.	<p>Costings for major works to be obtained.</p> <p>Feasibility of upgrades to be considered within overall toilet improvement plan and budgeted accordingly.</p> <p>North Site</p> <ul style="list-style-type: none"> <li>– Unisex and disabled toilet to be added or remodel existing toilets in Science block.</li> <li>– New signage for current disabled toilets to be obtained and fixed.</li> <li>– Taps in all toilets to be checked for ease of use.</li> <li>– Regular checks to be made of locks on doors.</li> <li>– Signage on disabled toilet in music building to be updated to include 'unisex' label.</li> </ul> <p>South Site</p> <ul style="list-style-type: none"> <li>– - New disabled toilets needed – one at each end of the school (current</li> </ul>	<p>GW</p> <p>CP</p> <p>2017/18</p>	March 2018

Outcomes	Actions	Who and when?	Review date
	toilet are not compliant with guidelines re size, etc.)		
Gyms on South Site are improved for sound levels.	Gyms to be assessed. Quote for improvement work to be obtained.	T. Harris March 2017	Sept 2018
Doors: That doors are manageable for people with disabilities	<p>Costings and feasibility of works to be established.</p> <p>Timescale to be worked out for works to be completed.</p> <p>North Site</p> <ul style="list-style-type: none"> <li>- Heavy doors at exit to outside in Reception/HT block to be upgraded.</li> <li>- Sc3 or 4 door to be widened</li> <li>- T1,2,3 door to be replaced</li> </ul> <p>South Site</p> <ul style="list-style-type: none"> <li>- Main door to South Site reception is difficult to open for wheelchair users. Push-pad to open door mechanically to be considered.</li> </ul>	GW 2017/18	March 2018
That Evacuation plan for teaching block is reviewed yearly and staff made aware.	<p>Current evacuation plan to be reviewed and updated.</p> <p>Amendments made and circulated to staff in briefing.</p>	MHs with BT June 2017	March 2018
That access to doorways, ramps and steps is improved.	<p>Measurements to be made and appropriate fittings purchased.</p> <p>Rails required:</p> <p>North Site</p> <ul style="list-style-type: none"> <li>- Ground floor of teaching block outside N3 - steps</li> <li>- T1, 2, 3 access door</li> <li>- Back entrance to Gym area</li> <li>- Sc5 (on wall)</li> <li>- Steps at end of Sc9</li> </ul> <p>Ramps:</p> <p>North Site</p> <ul style="list-style-type: none"> <li>- To lower level outside North Site hall from front courtyard to enable wheelchair access to lower part of North Site hall</li> </ul>	GW and team 2017/18	March 2018

Outcomes	Actions	Who and when?	Review date
	<ul style="list-style-type: none"> <li>- Discussions with garden project team to ensure ramp fits in with memorial garden plan.</li> <li>- From outside to door leading to corridor beside changing rooms behind North Site hall (reception side).</li> <li>- Entrance to T1, 2, 3</li> <li>- Back door of staffroom</li> <li>- Drain over entrance to Science courtyard to be covered if not detrimental to drainage.</li> <li>- (Ramp to Sc5 not considered feasible due to drain and manhole cover)</li> </ul> <p>South Site</p> <ul style="list-style-type: none"> <li>- Staff room emergency exit is not accessible by wheelchair. Evac chair most likely useful system if staff member in wheelchair was employed.</li> </ul>		
Paving slabs to be regularly inspected to pre-empt unevenness, or act quickly to repair.	Calendared site inspection regularly in winter months	GW and caretaking team Ongoing	March 2018
That hazards involving poor visibility are reduced	<p>Metal columns in 7 Stars courtyard to be painted for visibility.</p> <p>Paint to be sourced and columns painted.</p> <p>Steps to reception South Site to have improved visibility.</p> <p>Lighting in corridor outside Gym 2 to be improved to avoid 'dark spots' where lights have been turned off, causing a hazard for VI students. Options to be considered: lights permanently on, motion sensor to switch light on, luminous switch to improve visibility.</p>	South Site caretakers Feb 2017	Feb 2018