



South Quay
College

Accessibility Policy

Date of last review:	July 2018	Review period:	2 years
Date of next review:	July 2019	Owner:	M. Nirsimloo

This Access Policy 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 Policy is divided into four sections:

Section 1: Access to the Curriculum - for learners

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 learners

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

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

This Access Policy details policies and initiatives, how these are monitored, reviewed / evaluated, and how these evaluations are developed and embedded into school systems and practice.

This Access Policy highlights key whole school aims for 2018-2019.

The 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 Governing Body.

Section 1: Access to the curriculum

This section of the Access Plan is monitored by: Martin Downs

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

- College Development Plan
- Policy for Assessment
- Special Educational Needs Policy (and also an SEN Information Report)
- Supporting Learners with Medical Conditions Policy

Principal features of South Quay College are:

- Within their teaching teams, departments monitor learners' progress, this is reviewed in regular teaching meetings and reported on to school management on a regular basis.
- Learners classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by tutors and curriculum, this information is also reviewed and discussed by Senior Leadership Team. Interventions at subject level are recorded and monitored. Similarly, learners' attendance is monitored as per our attendance and Safeguarding policies.
- Progress Reviews for learners are conducted by tutors and reviewed by tutors, subject leads and curriculum managers; a range of staff contribute to tracking and documenting learners' progress, to allow for appropriate interventions, evaluation and modification, as required.
- There are Guided Choices Days for all learners progressing on courses: discussions with learners, parents, tutors, learning support and curriculum leads.
- Data from former schools, reading and spelling tests and baseline assessment inform differentiated mainstream classroom teaching and Learning Support interventions, together with information from parents, learners and professionals.
- Learners with medical needs, unable to access school full-time, are supported by our Supporting Learners with Medical Needs Policy.
- Throughout KS4 through whole school data and Learning Support specialist testing, learners are identified for Access Arrangements (exam concessions).

Section 2: Access to Pastoral support

The lead teacher monitoring this section of the Access Plan is: Martin Downs

Pastoral support enshrines the principles of Every Child Matters and aspects of the Social and Emotional Aspects of Learning (SEAL) agenda. Learners 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
- Behaviour Policy
- Drugs Policy
- Policy on supporting learners with medical conditions in School
- Safeguarding & Child Protection Policy
- Special Educational Needs Policy
- Weapons Policy

Principal features of South Quay College are:

- Designated Child Protection staff on site, with developed links to Social Services, the Local Authority and local Safeguarding provisions and charities.
- Looked After learners are identified and monitored (linked to county professionals and following county guidelines)
- Learners classified as 'Pupil Premium' are identified and their curriculum progress is tracked by tutors and Senior Leadership Team.
- Learners who act as 'Young Carers' are identified and monitored (linked to county professionals). These learners are offered support from the School Counsellor as standard.
- Risk Assessments and Pastoral Support Plans monitor and support learners.
- Pastoral staff and School Counsellors are able to give information and advice to parents on how to support their learner as needed. Counsellors cannot, however, give details of specific conversations without learners' permission.
- The Pastoral role of tutors and staff are detailed in our Safeguarding Policy, as well as procedures for confidentiality and disclosures by learners. This is reinforced with regular training as part of the staff CPD programme.
- Specific support and courses for vulnerable learners used to improve their confidence.
- Short and long term programs are offered through SOC to support social, emotional development
- Enrichment weeks and guest speakers allow for bespoke SMSC sessions tailored for specific year groups
- Attendance is monitored daily and parents are contacted on the first day of absence. Absent learners are monitored, as this may indicate a Safeguarding issue, or a potential Safeguarding issue, absence is reviewed on a regular basis by College Management

Section 3: Site Accessibility

Responsibility for this section of the Access Plan lies with: Steve Moore

Learners, staff, parents and visitors to the school on all sites 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
- Fire Risk Assessments and the Fire Safety Action Plan
- Health and Safety Site Policy

Principal features of South Quay College - Alternative Provision are:

- The annual audit of each site and the keeping of and updating of an Accessibility Plan.
- Health and safety issues identified and addressed on a continuous basis by a range of people within the school – including the Health and Safety Officer, tutors, Senior Management and the Premises Manager.
- Risk assessments are written principally for two purposes: for activities and for groups of learners; and for specific learners (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 learners whose movements are compromised by their disability (PEEPS)
- The medical condition of learners 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 Senior Management and related staff.
- Learner Services has the responsibility for ensuring that identified SEN learners 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, SEN ICT Service) support the work of the school, and the integration of specific learners within mainstream classes
- The Delivery Managers on each site, on a day-to-day basis, monitor individual learners' accessibility to each site.

Section 4: Access to Information

This section of the Access Plan is monitored by: Dave Walker

Our aim is to ensure that learners, 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 College 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 College's web site
- Parents/learners may request copies of learner record files, including paper and electronic files.
- Parents/learners may not be given access to records which contain information on other staff/learners which would breach our Data Protection Policy and/or the Data Protection Act
- All requests for information should be made, preferably in writing, to the Head of Education and Training.
- Any complaints should be addressed through the College's Complaints Procedure, available to view via the school website.

Information provided by the school

Learners have access to information by:

- the regular reporting of learners' 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 and Pastoral Support Plans..
- the SEN review process

Parents have access to information by:

- the regular reporting of their child's progress by written reports from teachers
- teachers' written comments in learners' books / planners / letters and emails to parents; telephone conversations
- talking to teachers and support staff at Parent's Evenings
- open mornings for parents of prospective new learners
- by prior appointment to visit the school
- specific requests for information (see above)
- through appointments with teachers (SEN reviews, reviewing Individual Behaviour Plans and Pastoral Support Plans)

- the Main College 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 College's website
- contact with professionals within the school
- by written request to the Head of Education and Training

Accessibility of information

The College aims to provide information in an accessible format and will respond to individual needs and requests as they arise.

For example:

- The College will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for learners, prospective learners or parents who have difficulty with standard forms of printed information.
- The College 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 learner's performance in school, details are confirmed to parents how they can access information
- the College will, if the need arises, aim to provide translation or interpreter services to ensure all parents/learners can access information