<u>Accessibility Policy</u>

Date: January 2017

Date Ratified:

Date to be reviewed:

Signed: January 2020

Accessibility Plan

This Access Policy pays due regard to government law and to Kent County Council directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEND 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 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

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

The Access 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.

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 the Senior Leadership Team (SLT) who lead Directors of Learning and monitor faculties' development plans. Aspects of the curriculum are also managed by the Special Educational Needs Co-ordinator (SENCO).

Students 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
Curriculum Policy
Gifted and Talented Policy
Special Educational Needs and Disabilities Policy
Medical Conditions Policy

Principal features of Dartford Science and Technology College are:

- Within their teaching teams Directors of Learning, Raising Standards Leaders, the Special Educational Needs Co-ordinator monitor students' progress linked to a member of the SLT for fortnightly meetings .

- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked and supported by Directors of Learning, Raising Standards Leaders and members of the Senior Leadership Team. Interventions at subject level are monitored regularly and are reviewed in accordance with a specific time span. Students' attendance is monitored by the Attendance Officer and by the Pastoral Leaders for each Key Stage.

- At Key Stage 3 students are placed into ability groups and the composition of these ability groups are carefully determined from primary data, baseline data, and termly gradesheets and from parental information. However, with the exception of the Express Group, Year 7 students are taught in mixed ability groupings for the majority of their subjects. With the exception of the Express Group, Students in Year 7 are only placed into ability groupings for English, Maths and Science.

- Gradesheets are termly documents that track a student's progress. These gradesheets are reviewed by Directors of Learning, by Raising Standards Leaders, by the Special Educational Needs Co-ordinator and by various member of the Senior Leadership Team. As a result of the review process of the termly gradesheets emerging trends and underachievement can be identified and the relevant students can be targetted with the most relevant interventions. The impact of these various interventions are monitored on the subsequent gradesheet.

- At Key Stage 4 students are taught in ability groups for English, Maths and Science. All option groups are mixed ability and work is differentiated in accordance with individual student academic targets.

- There are guided choices for Year 8 and Year 9 students choosing Key Stage Four courses: discussions with students, parents, Directors of Learning, Raising Standards Leaders, members of the Senior Leadership Team and the Special Educational Needs Co-ordinator.

- At Key Stage Four students do generally study eight GCSE subjects (or the equivalent). However, the Key Stage Four Curriculum is also heavily personalised and some students take five GCSE subjects, Six GCSE subjects or seven GCSE subjects. For those students who are identified as working significantly above the expected age range there is the opportunity to take an Independent Study which is at a Post-16 level. Students who are working above their expected age in Science they will study three separate Sciences (Biology, Chemistry and Physics).

- The most able students are identified by prior attainment data and by subject teachers to the Gifted and Talented Co-ordinator, with curriculum development, enrichment and extension activities made available to them. In Year Seven a 'Grammar Stream' group is created to extend the most able students as soon as they begin their secondary education.

- Data from primary schools, reading ages, baseline tests, data on MINT seating plans all inform differentiated mainstream classroom teaching and Learning Support Intervention, together with information from parents, students and professionals.

- Learning Support Interventions (Structured Interventions) are informed by gradesheets, reading ages and by Directors of Learning. These interventions are varied and include: small group literacy Structured Interventions for reading, individualised Reading Support, Numeracy Interventions, Key Skills Course at Key Stage Four, EAL individualised or small group support and Homework Support that is both personalised and for small groups.

- Year Eleven students who are not at risk participate in Work Experience during Year Eleven

- Students with medical needs, unable to access college full time, are supported by Directors of Learning and by Pastoral Leads together with the county's home tutors.

- Throughout Key Stage Four, and selectively for Key Stage Three students, through whole college data and Learning Support specialist testing, students are identified for Access Arrangements (exam concessions).

- The SEND Team, Directors of Learning, Pastoral Leads and members of the Senior Leadership Team manage sections of the curriculum for identified students (usually short-term interventions but for a few there can be longer-term interventions) including school-refusers, students returning to college after a medical absence, students returning to school from an exclusion and for those students who are on a part-time timetable.

Section 2: Access to Pastoral Support

The Vice Principal for Engagement monitors this part of the Access Plan. They work with the Special Educational Needs Co-ordinator, the Pastoral Leads and tutors. They work also with outside professionals such as Child and Adolescent Mental Health Service (CAMHS), Early Help.

Pastoral Support enshrines the principles of Every Child Matters and aspects of the Social and Emotional aspects of Learning (SEAL) agenda. Students across the Key Stages (including Key Stage Five) have access to appropriate pastoral support dependent upon their age and their specific needs.

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

Attendance Policy
Policy on supporting students with medical conditions in the school
Behaviour Policy
Safeguarding and Child Protection Policy
Special Educational Needs and Disabilities Policy

Principle features of Dartford Science and Technology College are:

- Two designated Child Protection staff on site, with developed links to Social Services and Kent County Council local education authority teams.

- Children in Care are identified and monitored regularly and there are two designated members of staff on site for Children in Care. These children are monitored in collaboration with county professionals and county guidelines are followed.

- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by Directors of Learning, by Raising Standards Leaders and by the Senior Leadership Team.

- Children who act as 'Young Carers' are identified and monitored (linked to county professionals). These students are offered regular support from the community CYP/KYC Support Officer

- Behaviour Reports, Pastoral Support Plans and Risk Assessments monitor and support students.

- County Educational Psychologists and Specialist Teachers closely support the work of the college, and of individual students, as required by their needs.

- Connexions professional, together with our Careers and Work Experience Co-ordinator, support students from Year 9 onwards with work-related learning and planning for the future.

- Developed links with local primary schools ensure the early identification of individual students' needs. This allows for effective support and planning for the transfer of Year Six students into Year Seven (for tutor group placement, SEND initiatives and for pre-transfer visits).

- Summer School (three days, each year) for new Year Seven students supports transfer.

- A College Counsellor works for half a day each week.

- Links to GPs and local NHS mental health services (CAMHS) and with Early Help closely inform support for specific students.

- Pastoral staff; Early Help Workers; College Counsellors and the Special Educational Needs Co-ordinator are able to give information and advice to parents on how to support their child as needed: please note that Counsellors cannot give details of specific conversations without students' permission.

- Enrichment Days 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. The Attendance Officer liaises with pupils with lower attendance and supports with the provision of work and with reintegration packages.

- 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 are re-established before returning to lessons.

Section 3: Site Accessibility

Responsibility for this section of the Access Plan lies jointly with the Principal, the Special Educational Needs Co-ordinator and the Site Manager, with contributions from a range of professionals supporting the College from individuals within the school.

Students, staff, parents and visitors to the College 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 support these aims:

- Equality Policy
- Facilities Development Plan, within the College Development Plan
- Fire Risk Assessments and the Fire Safety Action Plan
- Health and Safety Policy

Principle features of Dartford Science and Technology College are:

- The annual audit of the site, using Kent County Council's framework/guidelines, referring to The Access Needs Report and in consultation with occupational therapists.

- Health and Safety issues identified and addressed on a continuous basis by a range of people within school – including the governor responsible for Health and Safety teachers (activities, classrooms) and Directors of Learning' common areas' (Site Manager) and SLT in reviewing these procedures and activities.

- 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 college, and/or 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 on a separate document by the respective Pastoral Leads or the Special Educational Needs Co-ordinator.

- The medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Principal and related staff.

- The Special Educational Needs and Disabilities Departments has responsibility for ensuring that identified SEND students access all areas of the site within the health and safety guidelines.

- Outside professionals (for example, Occupational Therapists, the Child and Adolescent Mental Health Service, the Kent Physical Disability Team, the Visual Impairment Team, Hearing Impairment, physiotherapists, Kent Health Needs Service and other outreach services) support the work of the school, and the integration of specific students within mainstream classes.

- The SEND team and the Pastoral Leads monitor individual students' accessibility to the site.

Section 4: Access to Information

This section of the Access Plan is monitored by the Network Manager. The college 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.

Purposes 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 additional the college has its own policies on Data Protections and Complaints.

Responses to requests for information

- Relevant documents posted on, and may be downloaded from, the school's web site or hard copies may be requested at a small charge.

- 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.
- 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, preferably in writing, to the Principal.

- Any complaints should be addressed through the Colleges Complaints Procedure, available to view via the website.

Information provided by the college

Students have access to information by:

- The regular reporting of students' progress by grade sheets from teachers.

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

- Reviews from enhanced monitoring through Behaviour Reports and Pastoral Support Plans.
- The SEND review process.

- Through the college 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/emails to parents: telephone conversations.

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

- Key Stage 4 Information Evenings…

- Options Evening.

- Raising Standards Leaders'/Directors' of Learning contact with parents.

- The College's website.

- Open mornings and evening s for parents of prospective new students.

- By prior appointment to visit the College.

- Specific requests for information (see above).

- Through appointments with teachers.

- Through Pastoral appointments.

- Through SEND reviews.

- The Main College Prospectus.

- SEND information to parents: at reviews, and with printed documentation, and from relevant professionals outside college 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 Principal.

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 students, prospective students 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 children'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/students can access information.