

# **Kingsbury High School**

## **Accessibility Plan**

*July 2017*

The most important aspect of the Kingsbury High ethos is that there are many ways to be successful at our school. In no other area of our work are we more able to facilitate that vision than in our plan for accessibility. Access creates opportunity – and that’s the platform for success.

This Accessibility Policy pays due regard government, legal and local Brent 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 previous legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001; it also incorporates aspects of the Kingsbury High School Development Plan.

This **Accessibility Plan** is divided into four sections:

**Section 1: Access to the Curriculum** - for students

**Section 2: Access to Pastoral Support** - includes the principles of past 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

This Accessibility 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.

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

The Policy is reviewed every three years 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 Accessibility Plan is monitored by the Deputy Headteacher (Standards) and the Deputy Headteacher (Structures) who lead the Heads of Faculty and monitor faculties' development plans.

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

- School Development Plan (SDP)
- Individual Faculty Development Plans (FDP)
- Special Educational Needs Policy and Information Report.
- Supporting Pupils with Medical Conditions Policy

Principal features of curriculum accessibility at Kingsbury High are:

- The Student Development Faculty monitors attendance, punctuality, behaviour and attitude to learning and SLT produces tables that rank student performance against these criteria. The tables are shared with parents and students to motivate them to improve. The Student Development Faculty includes the Behaviour for Learning Team who support classroom teachers by minimizing or removing disruption to lessons and supporting the students with behaviour issues.
- Heads of Faculty monitor students' progress. Each faculty is linked to a member of SLT for fortnightly meetings. Faculty heads meet once each half term in Triads alongside two members of SLT. This is to review progress within faculties against the SDP and the FDPs. These self-evaluative meetings ensure that challenges are addressed and overcome with the support of leadership in the school. Regular meetings are held within faculties with post holders to ensure that all initiatives are followed through and further barriers to learning identified. Faculty members meet regularly so that all staff are aware of and can contribute to improving access and raising standards.
- The Student Development Faculty is responsible for managing all of the pastoral aspects of schooling including medical & welfare, behaviour, attendance & punctuality, Child Protection and LAC. In Year 7-8 students are usually taught in their mixed ability form groups, except for Maths; the composition of the groups is carefully determined (from primary schools' data and Year 6 transitions visits to the Primary Schools) at the beginning of Year 7. Year Leaders manage the day to day running of the pastoral systems and

Stage Leaders manage the academic progress of the students.

- The Inclusion Faculty manages SEND, EAL and the Hearing Impaired (HI) Unit. There is further detail at the following link:

<http://www.kingsburyhigh.org.uk/Student-Support>.

The school identifies students with SEND using a set of clear criteria and appropriate provision is put in place according to the level of need. The school has a HI Unit that follows all local and national guidelines in supporting deaf students in the mainstream. Students who are identified as having EAL are assessed on arrival in the school and placed on an appropriate programme of English language acquisition.

- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by faculties/departments, Stage Leaders and members of the Senior Leadership Team. Each student has a Communication Passport so information about how to support them is shared with all teachers. Interventions are offered at subject level and PP funding is devolved to faculties to support these students. Similarly students' attendance is monitored by the Year Leaders and the Student Development Faculty and at an annual Raising Attainment meeting. Between January and March in Year 11 PP students benefit from being included in compulsory subject interventions after school where attendance is monitored.
- Progress Reviews (teachers' reports, three times each year) are reviewed by the Stage Leaders and curriculum subject leaders; a range of staff contribute to tracking and documenting students' progress, to allow for appropriate interventions, evaluation and modification, as required. At each assessment point for each year group, the school data team produce data dashboards for all Faculty Heads who then plan interventions as appropriate in conjunction with subject teachers. The Faculty Heads review the progress data which highlights those making above and below expected progress so they can take action. Whole school tracking tables are also updated on the main data spreadsheets which are available to all classroom staff. SLT monitor the data trends and feedback to classroom staff in weekly briefings.
- Students are taught according to ability/aptitude in Maths from Year 7 onwards; there are tiered ability groups in English, Maths and Science from Year 9 with broad banding in the option subjects in Years 9-11.
- At KS3 the curriculum is specifically adapted to support literacy and numeracy across the Lower School. Years 7 & 8 are the Foundation Stage leading to a graduation ceremony at the end of Year 8. Students build a portfolio of academic and non-academic skills enabling all students to graduate at varying levels. Students in Year 8 choose a GCSE option to study from Year 9 which will lead to either the EBacc or

Flexible Pathways for GCSE. The most able students are able to study for an EPQ qualification and Latin.

- There are guided choices for Year 9 students choosing Level 2 courses following discussions with students, parents, Learning Support, curriculum leaders and Stage Leaders. For students 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 10 and 11 the curriculum is increasingly personalised: students have already chosen three options at GCSE/BTEC in addition to core subjects (English, Maths, Science and History or Geography). There is broad setting in all subjects depending upon numbers. Students identified at working significantly above the expected ability range in Maths also study Further Maths and the most able scientists study 3 separate Science GCSEs. In Year 10 and 11 a small number of students are able to study for a vocational qualification in partnership with our local Special School which will lead to a higher level of study at a local College.
- The most able students are identified by prior attainment data, and are overseen by the Assistant Head with responsibility for Gifted and Talented coordination. Curriculum development, enrichment and extension activities made available to them in addition to a programme of support, mentoring and intervention. Those who are identified as having difficulty with attitude and engagement with learning are placed on a lunch time report and receive coaching and mentoring every day.
- Data from primary schools, reading and spelling tests and Cognitive Ability Tests (CATs) and a newly-introduced Literacy Test inform differentiated mainstream classroom teaching and is used by the Inclusion faculty, together with information from parents, students and professionals to identify students who require further assessment, support and/or special arrangements for exams.
- The KS3 curriculum has been reformed to support the development of literacy for all students. English is taught in mixed ability groups. Identified students are placed on a Phonics Programme or on the Hackney Lit Programme. For all students except the most able, there is an extra literacy hour each week, with the most able offered Latin instead. There is also an Accelerator Reader Programme for a group of identified weak and reluctant readers. Each faculty contributes an oracy unit in rotation. The Humanities subjects are taught on a carousel to limit the number of teachers students are exposed to and this faculty use

shared literacy targets to further support literacy.

- There are various Learning Support interventions at KS3 and 4 to provide a differentiated and appropriate curriculum for identified students: these include an OCR Skills for Living Course run by our local special school, 1:1 literacy and numeracy support, support for handwriting in mainstream lessons, 1:1 interventions for identified students, support for the hearing impaired, the visually impaired and the disabled students.
- Further support is focused on increasing deaf and visual impairment awareness both in school and in the families. Much of the learning support provided for students with SEND is from subject teachers in the classroom. This support is used flexibly to meet the needs of individuals and is from subject-specific teachers. The Inclusion Faculty employs a range of staff who support those with identified SEND that allows us to provide students with a package of appropriate support. This includes a mentor, a speech therapist, a Primary School-trained teacher and specialist
- Students at KS4 are placed on the traditional GCSE subject pathway or on a more flexible pathway including a BTEC course according to their subjects chosen in Year 8. This enables those lower attaining students to be able to move on to college to study courses at a level suitable for their needs. Students benefit from regular assessment and feedback in preparation for exams, including Walking Talking Mocks. All students are given a personalised revision plan with online resources to support their study. A number of students are offered the ECDL computing qualification.
- The school runs a number of co-curricular EXCEL days throughout the year that supports the development of soft skills and knowledge and understanding of topical issues. In addition there is a certificated leadership course for students from KS4 and many sporting and educational visits. This is an annual enrichment programme to support personal development.
- Students with medical needs, unable to access school full-time, are supported by the Student Development Faculty. Any student unable to attend school for mental health or behavior reasons are placed at alternative provisions and named staff are responsible for liaising with these centres and students and monitoring their progress.
- Throughout the school, through whole school data and SEN specialist testing, students are identified for Access Arrangements (exam concessions). SEN teachers identify and assess students for Specific Learning Difficulties (SpLD) and provide intervention and strategies which are shared with teachers.

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

The lead teacher monitoring this section of the Accessibility Plan is the Head of Student Development (Pastoral), working with the pastoral team, tutors, School Counsellor and School Health Nurse. Outside professionals, such as the Educational Psychologist (EP), Behaviour Support Service (BSS), Multi- Agency Safeguarding Hub (MASH) and Primary Child & Adolescent Mental Health Service (PCAMHS), who support the School, contribute additionally to this work.

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 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
- Policy on supporting students with medical conditions in School
- Behaviour Policy
- Safeguarding & Child Protection Policy
- Special Educational Needs Policy

Principal features of pastoral accessibility at Kingsbury High School are:

- Three Designated Child Protection staff on site, with developed links to Social Services and Brent local education authority teams
- Looked After Children are identified and monitored
- 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. These pupils are offered support from the School Counsellor
- Risk Assessments and Pastoral Support Plans monitor and support students.
- The Faculty manages behaviour modification programmes for identified students (usually short-term interventions, but for a very few there can be longer-term interventions), including school-refusers;
- Alternatives to exclusion are sought, including off-site provision
- The Educational Psychologist closely support the work of the school with individual students, as required by their needs
- The school links with the local authority via the Common Assessment

### Framework (CAF)

- A *Connexions* professional supports students from Year 9 onwards with work-related learning and planning for the future
- Developed links with primary partnership schools: early identification of individual students' needs, allow for effective planning and support for transfer of Y6 students into Year 7 (for tutor group placement, SEN initiatives, pre-transfer visits)
- We have a full time School Counsellor and buy in further counselling time
- Students have access to the School Nurse on each site. Students can also request an individual appointment with the School Counsellor or School Health Nurse.
- Links with GPs and local NHS mental health services (CAHMS) closely informs support for specific students / work generally in supporting students
- Pastoral staff and the School Counsellor are able to give information and advice to parents on how to support their child as needed. Counsellors cannot, however, give details of specific conversations without students' permission.
- Support through Year Leaders encourages vulnerable students to discuss any concerns they have
- Groupwork programmes are offered by the School Counsellor to support social and emotional development
- 'Excel' Days allow for bespoke PSHE sessions tailored for specific year groups
- Attendance is monitored daily and parents are contacted on the first day of absence. Year Leaders liaise with pupils with lower attendance and support with the provision of work and 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 re-established before returning to lessons.

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

Responsibility for this section of the Access Plan lies jointly with the Headteacher/ SENCo and the Director of Resources, with contributions from a range of professionals supporting the school and from individuals within the school.

Students, staff, parents and visitors to the school on both 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:

- Equality, Information and Objectives Plan
- Facilities Development Plan, within the School Development Plan
- Fire Risk Assessments and the Fire Safety Action Plan
- Health and Safety Policy
- Lettings Policy
- Visitor and Security Policy: *in development*

Principal features of site accessibility at Kingsbury High School are:

- Annual audit of each site, using Brent Council's Accessibility Strategy and in consultation with specialist professionals
- Health and safety issues are identified and addressed on a continuous basis by a range of people within school - including The Governor's Health and Safety & Committee, Joint Consultative Committee, teachers (activities, classrooms) and Heads of Faculties (departmental areas), 'common areas' (Head of Facilities) 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 school, and/or for specific activities, or to take into account their specific disability)
- Risk assessments identify evacuation procedures for individual staff and 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 Headteacher and related staff
- Visitors (including parents) are requested to declare to the member of staff they are visiting if they have any medical condition which might require assistance. Arrangements will be made by Head of Facilities as requested to support visitors.
- The Inclusion Faculty 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, specialists in counselling, Visual Impairment, Hearing Impairment, physiotherapists, Speech and Language Services, SEN ICT Service) support the work of the school and the school's own specialist professionals, and the integration of specific students within mainstream classes
- The SENCO, on a day-to-day basis, monitors individual students' accessibility to each site

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

This section of the Accessibility Plan is monitored by the Deputy Head Teacher (Structures) with support from the school's administration team. 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
- The Equality Act (2010)
- ...and other legislation that provides a right of access

In addition the School has its own policies on Equality, Freedom of Information, 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 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 Headteacher.

- Any complaints should be addressed through the School's Complaints Procedure, available to view via the school website.

Students have access to information by:

- The regular reporting of students' 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 and Academic Review Evening
- Reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans, meetings and IEPs.
- 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 through 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, Academic Review Evenings and Termly Progress Reviews
- Year 6 information evening.
- Curriculum evenings for each year group
- Options Evening (for students selecting their Examination Stage courses)
- Tutors and Heads of Year 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 and other 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 Headteacher

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.