



TOLWORTH GIRLS' SCHOOL & SIXTH FORM
WHOLE SCHOOL POLICY FOR ACCESSIBILITY
(Disability Equality Scheme)

Reviewed: February 2017
Next Review: February 2018
Reviewed and approved with no changes: November 2018

This Access Policy pays due regard government law and (and it also incorporates aspects of the Tolworth Girls' School & Sixth Form (TGS) School Development Plan (SDP).

1 Principles

- To reflect the Academy's aims for its students
- By the provision of a broad and balanced education, which will allow each individual, irrespective of sex or ability, to develop his or her talents to the full
- to seek the fullest spiritual, moral, physical, intellectual, social personal and cultural development of each student, including those with special educational needs and/or disability as defined by, the [Equality Act \(2010\)](#) the [Children and Families Act \(2014\)](#) Part 3 which links in to the [SEN Code of Practice \(Jan 2015\)](#) and to past legislation, including the [Disability Discrimination Act of 1995](#), the [SEN and Disability Act 2001](#) by their full access to, and participation in the richness of opportunities created within the whole school curriculum and through the guidance of a committed team of staff.
- To provide opportunities for students to experience, understand and value diversity.

Methodology

This policy will be reviewed annually by the Leadership team and review school compliance against current legislation.

The plan will be disseminated to a selected group of parents and discussed at the Student Welfare and Curriculum committee (SWC) and approved by the Full Governing Body (FGB).

Monitoring

In order to ensure that students with disabilities are not being disadvantaged, monitoring is seen as essential. The following areas will be reviewed by Chair of the committee at least annually: Admissions; Attainment; Attendance; Exclusions; Extra-Curricular Activities; Homework; Post 16 destinations; Selection and Recruitment of Staff; Governing Body Representation; Parental involvement in school life.

Action plans to address finding resulting from the monitoring will be drawn up accordingly.

2 TGS & SIXTH FORM

ACCESS TO THE CURRICULUM

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
- Individual curriculum faculties' Development Plans
- Comment Action & Response - CAR Policy
- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions Policy

Principal features

- Within their teaching teams, Heads of Faculty (HOF) / Department monitor students' progress, linked to a member of Senior Leadership Team (SLT) for weekly meetings; and usually on an individual basis there are links with Heads of Year (HOYs) to determine appropriate curriculum of specific students.
- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by curriculum faculties/departments, Assistant HOYs and members of the SLT. Interventions at subject level are recorded and monitored.
- In Year 7-9 students are usually taught in their mixed tutor groups, apart from in maths; the composition of the groups is carefully determined (from primary schools' data and can include information from parents) at the beginning of Year 7.
- Progress Reviews (teachers' reports, three times each year) are reviewed by the HOYs, Tutors and subject leaders; a range of staff contribute to tracking and documenting students' progress, to allow for appropriate interventions, evaluation and modification, as required.
- In Years 10 and 11 the curriculum is increasingly personalised: students choose three options at GCSE (English, Maths, Science and History or Geography-from 2017). Students identified as working significantly above the expected ability range in Maths also study Further Maths and the most able Scientists study 3 separate Science GCSEs. A small number of students, following discussions with them and their parents may spend more time on Maths and English rather than pursuing a GCSE in History or Geography.
- In Year 9 students are prepared for GCSE study and can also access additional teaching re-enforcing the curriculum covered in Years 7 and 8.
- The most able students are identified by prior attainment data, with curriculum development, enrichment and extension activities made available to them in addition to a programme of support, mentoring and intervention
- Data from primary schools, reading and spelling tests and Cognitive Ability Tests (CATs) inform differentiated mainstream classroom teaching and Learning Support interventions, together with information from parents, students and professionals.
- Learning Support interventions at in Years 7-9 are informed by reading and spelling tests and CATs for Year 7s (in July of Year 6).

- There are various Learning Support interventions at KS4 to provide a differentiated and appropriate curriculum for identified students:
- Students with medical needs, unable to access school full-time, are supported by the Inclusion Department and the Pastoral Team.
- Throughout KS4, and selectively for KS3 students, through whole school data and Learning Support specialist testing, students are identified for Access Arrangements (exam concessions).
- The inclusion Faculty manage sections of the curriculum for identified students (usually short-term interventions, but for a very few there can be longer-term interventions) including school-refusers, students returning from school after exclusion or from medical absence, or who are on part-time timetables due to documented medical reasons or long-term absence.

Access to Pastoral support

Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs.

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

- Attendance Policy
- Supporting Students with Medical Conditions in School
- Behaviour Policy
- Special Educational Needs Policy
- Keeping Children Safe in Education

Principal features

- Three Designated Child Protection staff on site, with developed links to Social Services and RBK 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 AHOY, 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 as standard
- Individual Behaviour reports, Risk Assessments and Pastoral Support Plans monitor and support students.
- (Inclusion Room) manage behaviour modification programmes for identified students (usually short-term interventions, but for a very few there can be longer-term interventions), including school-refusers; as an alternative to exclusion; students returning from school after exclusion or from medical absence.
- LA RBK Educational Psychologists closely support the work of the school with individual students, as required by their needs
- The school links to the MASH relating to the Common Assessment Framework (CAF) and the Team Around the Child/Family (TAC/TAF) initiatives
- Our Careers and Work Experience Co-ordinator, support students from Year 8 onwards with work-related learning and planning for the future
- Developed links with primary partnership schools: early identification of individual students' needs, allowing for effective planning and support for transfer of Y6 students into Y7 (for tutor group placement, SEN initiatives, pre-transfer visits)

- Students have access to the School Nurse - a lunchtime drop-in health care provision for students of all ages if offered (This service is confidential for students and school staff are not normally informed of who has attended.) Students can also request an individual appointment with the School Health Nurse.
- Links to GPs and local NHS mental health services (CAHMS) closely informs support for specific students / work generally in supporting students
- WSCD and guest speakers allow for bespoke PSHE sessions tailored for specific year groups
- Attendance is monitored daily and parents are contacted on the first day of absence. HOY and AHOY 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

Site Accessibility

Students, staff, parents and visitors to the school 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. As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

The following policies support these aims:

- **Critical Incident Plan Equality Policy**
- **Facilities Development Plan, within the School Development Plan**
- **Fire Risk Assessments and the Fire Safety Action Plan**
- **Health and Safety Policy**
- **Lettings Policy**

Principal features

- Health and safety issues identified and addressed on a continuous basis by a range of people within school - including The Health, Safety & Welfare Committee, teachers (activities, classrooms) and Heads of Faculties (departmental areas), 'common areas' (Premises 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 school, and/or for 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 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

- Outside professionals (for example, Occupational Therapists, the Oxfordshire Physical Disability Team, 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 students within mainstream classes

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.