



## TOLWORTH GIRLS' SCHOOL & SIXTH FORM

### WHOLE SCHOOL POLICY FOR ACCESSIBILITY (Disability Equality Scheme)

**Governing Body Committee:** Student Welfare & Behaviour (SW&B)

**Date reviewed:** April 23 (SW&B)

**Next review:** April 26

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. To ensure that TGS continues to work towards increasing the accessibility of provision for all students, staff and visitor to the school.

#### 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 academy compliance against current legislation.

The plan will be disseminated to a selected group of parents/carers and discussed at the Student Welfare & Behaviour Committee (SW&B) 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 Governors/Chair of the SW&B 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.

The action plan sets out how the academy plans to:

1. Improve the physical environment of the academy to enable disabled students to take better advantage of education, facilities and services provided;
2. Increase the extent to which disabled students can participate in the curriculum;
3. Improve the availability of the information to disabled students and their families.

The Action Plan relate to key aspects of accessibility set out below. The plan will be reviewed and adjusted on an annual basis with new plans drawn up every 3 years.

### **Section 1 - PHYSICAL ENVIRONMENT**

TGS & Sixth Form will aim to improve the physical environment of the academy as necessary. Improvements to the physical environment of the school and physical aids to access education. Students' physical and sensory impairments will be taken into consideration when planning and undertaking any future improvements, such as improved access, lighting, acoustic treatment, colour schemes and increased accessible facilities. This covers reasonable adjustments to the physical environment and physical aids to access education.

### **Section 2 - ACCESS TO THE CURRICULUM**

Increased access to the curriculum for students with a disability, expanding the making reasonable adjustments to the curriculum as necessary to ensure that all students with a disability are as equally prepared for life as are the able bodied students. This covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing 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
- Marking & Feedback policy
- Special Educational Needs Policy (SEND)
- Supporting Students with Medical Conditions Policy

### **Principal features**

- Within their teaching teams, Heads of Faculty (HOF) / Heads of Department (HOD), 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/carers) 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 at working significantly above the expected ability range in Maths also study Further Maths and the most able Scientists study three separate Science GCSEs. A small number of students, following discussions with them and their parents/carers 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/carers, 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 (SEND)
- 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 (LAC) 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 students are offered support from the School Counsellor and/or Students Support Worker Team as standard
- Individual Behaviour reports, Risk Assessments and Pastoral Support Plans monitor and support students.
- (Inclusion Area) 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 academy with individual students, as required by their needs.
- The school links to the Specific Point of Access (SPA) 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 (Whole School Curriculum Days) and guest speakers allow for bespoke PSHE sessions tailored for specific year groups.
- Attendance is monitored daily and parents/carers are contacted on the first day of absence. HOY and AHOY liaise with students with lower attendance and support with the provision of work and reintegration packages
- Restorative Justice style meetings take place to resolve issues between students
- Exclusions are kept to a minimum - when returning from exclusion students are met and expectations re-established before returning to lessons

## Section 3 - ACCESS TO INFORMATION

TGS and Sixth Form aim to improve and make reasonable adjustments to the delivery of information to students, staff, parents/carers and visitors with disabilities, ensuring information is made available in preferred formats and additional support is provided for students/parents/carers and visitors who are unable to access written information.

## **Site Accessibility**

Students, staff, parents/carers and visitors to the academy 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 an academy, 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 are identified and addressed on a continuous basis by a range of people within the academy - 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 SENDco, 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 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 academy, and the integration of specific students within mainstream classes

## Appendix 1

### Monitoring checklist:

Area for review	Person responsible	Date of review	
Admissions	Chair of Governors/Chair of SW&B		
Attainment			
Attendance			
Exclusions			
Extra-Curricular activities			
Homework			
Post 16 destinations			
Selection & recruitment of staff			
Governing body representation			
Parental involvement in school life			



## TOLWORTH GIRLS' SCHOOL & SIXTH FORM Accessibility Action Plan

### 1. Environment

	Priority	Action	Person responsibility	Outcomes	Status
1.1	<p>Fire Doors</p> <p>Fire doors are held open in communal areas. Upon activation of Fire Alarm these will close.</p>	<p>Resource Director to liaise with TA who shadow the 2 students currently on roll that have a disability to create a Personal Evacuation Plan for them.</p>	ADH and TA	Students with a disability will be assisted in evacuation the building in the event of a Fire Alarm	
1.2	<p>Lifts to ensure access for all disabled users</p>	<p>Lifts are accessible. Keys are available for loan to students with a disability.</p> <p>In a Fire Alarm lifts cannot be used. Resource Director to liaise with TA who shadow the two students currently on roll to create a Personal Evacuation plan.</p>	ADH and TA	Students with a disability will be assisted in evacuation the building in the event of a Fire Alarm	

	Priority	Action	Person responsibility	Outcomes	Status
1.3	Ensure all staff are aware of students with medical issues and know procedures to follow if there is a need to support a student with disabilities such as epilepsy	<p>RMU to share medical information with all staff on a regular basis</p> <p>Students with complex needs to be identified early and Individual Health care plans to be developed and shared with teachers</p> <p>Complex medical needs - relevant Health Care professionals deliver staff training e.g. Cancer, sickle cell, etc.</p> <p>RMU to offer Epi-Pen training to be delivered by Your Health to KS3 students who are not confident in self-administering Epi-Pens</p> <p>1<sup>st</sup> Aid to keep medical care plans update</p> <p>SENDco work with outside agencies e.g. OT and practical subjects to adapt curriculum to meet student needs</p> <p>Visually impaired team to carry out site inspection annually</p>	SENDco First Aid	<p>All students with medical needs will be supported</p> <p>KS3 students who carry Epi-Pens will feel confident in self-administrating in an emergency</p> <p>All identified students to have PEEP in place</p> <p>Environment is adapted for Visually impaired students with high visibility strips, hand rails and support as needed</p>	
1.4	Disabled toilets -refurbished to meet the needs of 2 complex wheelchair users	<p>Resource Director to work with OT from Great Ormond street and Health Provider to update toilets</p> <p>RMU to work with LA SEND case-worker and Health provider on sourcing funding to cover the costs</p>	SENDco ADH	Wheelchair user will have access to toilets that can facilitate wheelchairs and individual need	



## 2. Curriculum

	Priority	Action	Person responsibility	Outcomes	Status
2.1	Teachers and TA have necessary training to teach and support students with a range of disabilities and where possible access to specialist teachers/therapists and external agency support	Screen all students for literacy difficulties using CATS, reading, spelling and numeracy baseline testing in order to identify students with needs.  Seek training as needed in-line with student needs  Mental Health Lead to work with HT and SENDco to support staff	SENDco Mental Health Lead	Teachers and support staff will feel supported and have developed their skills sets in supporting students with a range of disabilities	
2.2	Differentiated lesson with enhance quality first teaching and well trained TAs	Ongoing teacher INSET  Ongoing training and INSET of TA	Deputy Head - Teaching and Learning SENDco	QFT lessons delivered by all teaching staff and TAs	
2.3	Continued support from SRP lead to ensure ASD students are accessing support and teaching to access mainstream lessons	Delivery of ongoing support and training in teaching ASD students	SLT SRP Lead SENDco	Staff feel confident in the teaching and delivery of curriculum content to ASD students	
2.4	Review curriculum offer to ensure it meets the needs of all students	Amend GCSE subject offer to meet needs of EHCP and high needs students	SLT SENDco Subject leads	All students can achieve a pathway and qualification in line with learning profile. Staff confident and able to teach students	
2.5	Subject teachers ensure appropriate seating plans are in place to support students with a disability in their access to each room	Staff are constantly reminded to check seating plans Updated student profiles are shared via Provision map	SENDco Assistant to SENDco Teaching staff	All students can access classrooms and are appropriately seated	

### 3. Access to Information

	Priority	Action	Person responsibility	Outcomes	Status
3.1	Ongoing updating and development of school website to reflect links with the Local Offer and School offer	Updated SEND information to be added to school website when available	SENDco IT	External stakeholders can access up to date SEND information	
3.2	EHCP and SEND students have a voice and continue to communicate their views	Online questionnaires for EHCP students and parents/carers to be encouraged	SENDco and Inclusion Team	Increased student voice	
3.3	Parents/carers are able to access information in a wide range of formats according to need.	Letters available in different formats and languages  Translators used to share information	Admin HOY SENDco HOF	Parents/carers are able to and find information	
3.4	The academy to use a wide range of communication methods to ensure information is accessible. This includes: -printing of resources in larger font -use of translators and/or sign language specialists to support at parents' evening	Student passports clearly identify students differentiated teaching and communication strategies  Regular review of information shared with school to ensure all parents/carers and students can access information  External professionals to support and review students in school e.g. VI and HI service	SENDco Asst to SENDco Staff student	Staff are fully supported and equipped with strategies to support students Improved systems across the school support disabled students to access information in school	

