




# ACCESSIBILITY POLICY

*October 2023*

Responsibility	Head Teacher
Date of Next Review	November 2024

Signed:   
Chair of Governors

Date: 25.10.2023

Signed:   
Head Teacher

Date: 25.10.2023

## 1. INTRODUCTION

This Accessibility Policy:

- Pays due regard to the Equality Act 2010.
- Details policies and initiatives, how these are monitored, reviewed/evaluated, and how these evaluations are developed and embedded into school systems and practice.
- Is an 'umbrella' document. It encompasses other school policies and development plans, implemented and monitored by a range of staff, the SLT and Governors.
- Is reviewed annually.

## 2. DEFINITION OF DISABILITY

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- *Substantial: is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed.*
- *'long-term' means 12 month or more, e.g. a breathing condition that develops as a result of a lung infection.*

## 3. KEY OBJECTIVE

To reduce and eliminate barriers to access to the curriculum and to full participation in the Academy community for pupils, prospective pupils and our adult users with a disability.

## 4. ACCESS TO THE CURRICULUM

This section of the Accessibility Plan is monitored by the SEND Co-ordinator. All pupils have an appropriate (differentiated and personalised) timetable.

Principal features within The Aspire Academy are:

- Pupils' progress is monitored regularly and on an individual basis, through meetings with the SEND Co-ordinator, Key Stage Curriculum Leads, class teachers and other educational support staff.
- Pupils classified as 'Pupil Premium' are identified, and their curriculum progress and attendance are tracked, monitored and supported by appropriate interventions and reported on.
- Pupils with Education, Health and Care Plans are identified and are set smaller targets termly, in line with EHCP recommendations. This is to contribute to EHCP annual review outcomes.
- Pupils classified as 'Year 7 catch Up Premium' are identified, and their curriculum progress and attendance is tracked, monitored and supported by appropriate interventions and reported on.
- Pupils are taught in small groups determined by their social and academic ability and age and stage in some cases.

- Progress reviews for all pupils are held each half term.
- Action relating to SEND support follows an 'assess, plan, do and review model' enabling the SENDCo and class teachers to ensure that the personalised provision provided to individual pupils identifies a clear set of outcomes, which include relevant academic and developmental targets. (See the curriculum offer on the website for further information about the curriculum).
- Pupils' prior attainment is requested from referring schools and may be used to predict future grading and to track progress towards those end points. Baseline assessments in Maths and English are undertaken upon commencement of a placement at Aspire and information shared with staff.
- Learning support interventions, either for individuals or very small groups are used for specifically identified pupils.
- Interventions include support with reading and writing, Social Skills, Mathematics, Anger Management, Student Mentoring, Bereavement Counselling and Personal Safety Awareness (including Child Sexual Exploitation and Spot the Signs of Online Radicalisation).
- The core curriculum is supplemented by vocational courses at Key Stage 4
- In addition to core provision, opportunities for learning outside the classroom are also available to Key Stage 3 and some key stage 4 pupils.
- Work experience opportunities are available to pupils in Years 10 and 11.
- Outreach education is available for pupils unable to attend school, including the provision of work for pupils on fixed term exclusions.
- Support is available for pupils identified for Access Arrangements (exam concessions) and those on the SEN Register.
- Risk Assessments are produced for activities, groups of pupils and individual pupils as generic and/or specifically to take account of their specific needs.

## **5. ACCESS TO PASTORAL SUPPORT**

The lead on monitoring this section of the Accessibility Plan is the SEND Co-ordinator, who co-ordinates support with the Project Work team, educational psychologist (purchased support) and other outside agencies as required.

Pastoral support enshrines the principles of Every Child Matters and aspects of the Social and Emotional Aspects of Learning (SEAL) agenda. All pupils have access to appropriate pastoral support as determined by their specific needs.

### **Principal features within the Aspire Academy are:**

- A Designated Safeguarding Lead and Deputies, with developed links to Social Services and Worcestershire Local Authority (Worcestershire Children's First).
- Looked After Children are identified and monitored (linked to LA professionals and following County guidelines).
- Pupils classified as 'Pupil Premium' are identified and monitored (see Section 1 above).
- Pupils who act as 'Young Carers' are identified and monitored and advocacy is provided when required.

- Pupils who are affected by the imprisonment of a family member are offered additional support if required.
- Pupil Support Plans monitor and support pupils' specific needs.
- An Educational Psychologist works closely with the SEND Co-ordinator to support individual pupils as required by their needs.
- The school links to the MASH (Multi Agency Safeguarding Hub) and works closely with Social Workers and Family Support Workers.
- Beyond Aspire is an initiative providing out-of-school activities for pupils, which monitors accessibility and impact for vulnerable young people during out of hours engaging in a variety of activities to support OPPC aims and objectives.
- SEND Co-ordinator works closely with Project Work team and outside agencies, including Social Services, Community Youth Teams, Health Representatives, Police Child and Adolescent Mental Health Services (CAHMS) in support of specific pupils.
- SEND Co-ordinator, Outreach and Project Workers are able to provide information and advice to parents/carers on how to support their child as needed.
- Attendance is monitored daily and parents/carers contacted on each day of absence. The Attendance Officer, Project Workers and Heads of Year liaise with pupils with lower attendance.
- Restorative Justice style meetings take place to resolve issues between pupils.
- Where it has been necessary to suspend a pupil, readmission meetings are held prior to the pupil returning to school to re-establish expectations.
- Regular SMS updates, e-mails and positive phone calls home keep parents/carers informed.
- Parent/carer drop in sessions are offered to discuss themes or individual cases.

## **6. SITE ACCESSIBILITY**

Responsibility for this section lies jointly with the Head Teacher, SENDCo and Director of Operations.

Pupils, staff, including governors, parents/carers and visitors to the school have an equality of opportunity and we aim to make all areas of the site accessible where possible. Where the building cannot be adapted, changes will be made to the curriculum – typically this may mean re-rooming the accessible accommodation.

### **Principle features of the Academy building are:**

- The building is predominately well designed to meet the needs of disabled pupils/staff/visitors.
- The Academy consists of one main, two storey building, with the first floor accessible via a lift.
- All public-access rooms, including front and back entrances are on the ground floor.
- Where the floor level changes within the school building, ramps exist for easy access.
- There are accessible toilets located on both ground and first floors.
- Evacuation routes and instructions are displayed in all rooms and detailed instructions included within the Health & Safety Policy.

- The medical condition of pupils affecting health and safety and site accessibility will be compiled as necessary by the SENDCo (as a separate document) and 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 Head Teacher and related staff.

## **7. ACCESS TO INFORMATION**

Responsibility for this section lies with the Head Teacher. Our aim is to ensure the pupils, staff including governors, parents/carers 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
- Data Protection Act
- Equality Act
- and other legislation that provides a right of access

### **Responses to requests for information:**

- Relevant documents are posted on, and may be downloaded from, the school's website.
- Personal data is processed in strict accordance with the GDPR and Data Protection Act. Subject access requests should be directed to the schools Data Protection Officer, Mr Lewis Thomas: [dpo@theaspireacademy.org.uk](mailto:dpo@theaspireacademy.org.uk). Further information can be found in the Data Protection Policy (available on the website).

### **Information provided by the school:**

Pupils have access to information by:

- Annual reporting on pupils' progress by written reports from teachers.
- Feedback from teachers (written and verbal) relating to their work completed in class, including meetings with parents, where their work was specifically discussed.
- Reviews from enhanced monitoring through individual behaviour plans, pastoral support, Individual Education Plans and EHCP annual reviews.

Parents/carers have access to information by:

- Annual reporting of their child's progress by written reports from teachers.
- Written comments in pupils' books, letters, e-mails and weekly telephone conversations.
- Talking to teachers and support staff at Parent Evenings (3 per year) and other review meetings.
- The school's website.
- By prior appointment to visit the school.
- Specific request for information (see above).

- SEN information to parents at reviews, and with from relevant outside agencies supporting the school.
- Updates through readmission meetings.

Visitors, external agencies and individuals have access to information on a need to know basis only by:

- The school's website
- Contact with professionals within the Academy
- By written request to the Head Teacher
- Public information shared on Twitter

### **Accessibility of Information:**

The school aims to provide information in an accessible format and will respond to individual needs and request as they arise, for example:

- The Academy will seek support from outside agencies to provide information in simple language, symbols, large print, audio tape or Braille for pupils, prospective pupils or parents/carers who have difficulty with standard forms of printed information.
- The Academy will make information for parents/carers available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information.
- The Academy will, if the need arises, aim to provide translation or interpreter services to ensure parents/carers and pupils can access information.

## **8. LINKED POLICIES**

The following other policies contribute to supporting the Accessibility Policy:

- Admissions
- Attendance
- Behaviour
- Complaints
- Data Protection Policy & Privacy Notices
- First Aid, Administering Medication and Supporting Pupils with Medical Needs
- Health & Safety Policy
- Race, Equality and Cultural Diversity
- Safeguarding Children (including Child Protection)
- Special Educational Needs and Disability (SEND)
- Teaching and Learning