

Accessibility Policy

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| Applicable to: | Responsible Officer: | Date Adopted: | Date to be reviewed: |
| All Staff | SLT | January 2021 | January 2024 |

This is a policy document of John Mason School. The policy shall be reviewed and amended on a 3 yearly basis.

The purpose of the policy is to ensure that the procedures and practices of the school give appropriate access to all stakeholders – teaching staff, support staff, parents and students.

The policy pays due regard to the Equality Act (2010) and the Children and Families Act (2014) Part 3 of which links to the SEND Code of Practice (2014).

This Accessibility Policy is an ‘umbrella’ document; it encompasses existing policies and development plans implemented and monitored by a range of teachers, the Leadership Team (SLT) and Governors.

The policy comprises 4 elements: Physical Access, Curriculum Access, Pastoral Access and Information Access.

Physical Access shall be overseen by the Site Manager. Day to day monitoring of individual student accessibility is carried out by the Learning Support team.

Curriculum Access shall be overseen by the Deputy Head and the school’s Special Educational Needs Coordinator (SENCO).

Pastoral Access shall be overseen by the Deputy Headteacher, Assistant Head: Personal Development, Behaviour and Welfare and the school’s Special Educational Needs Coordinator (SENCO).

Information Access shall be overseen by the Human Resources Manager and the Deputy Head.

PHYSICAL ACCESS

John Mason School hosts a specialist facility, the Inclusion Faculty, for students with physical disabilities and communication and interactive disorders and ensures that these students can access these classrooms and workplaces.

Objective: to maintain all physical routes to classrooms, workplaces and social areas so that any person on the site with physical or sensory disability has equal access, either independently or with assistance.

Principal features of John Mason School are:

Health and safety issues are identified and addressed on a continuous basis by a range of people helping to ensure:-

- all doorway thresholds are at floor/path level.
- all footways are free of obstruction and as smooth as possible.
- all pavements will have 'drop kerbs' at access points and sensory surfaces at crossing points.
- all main entrances to buildings have smooth ramped access and 'stand-open' doors.
- all evacuation signage is clear and emergency lighting will be maintained.
- all trees, shrubs and plant growth are trimmed/pruned to avoid impediment to footways.
- all social, dining or congregational areas are accessible to all students, staff and visitors.
- all day or residential school trips will be accessible to people with disability or medical requirements as far as is practicable. Risk assessments will be applied and qualified staff will accompany individuals identified as 'at risk'.

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).

Details of the medical condition of students affecting health and safety and site accessibility are 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 of School and related staff.

Outside professionals (for example, Occupational Therapists' the Visual Impairment team, Multi-sensory Impairment Team, Hearing Impairment Team, Communication and Interaction Team including autism, speech, language and communication, physiotherapists, Downs Syndrome and Complex Needs, Physical Disabilities, SEN ICT, Educational Psychology) support the work of the school and the integration of specific students within mainstream classes.

CURRICULUM ACCESS

John Mason School is a comprehensive school both in terms of its intake and its values. This means that it admits its students and recruits its staff on fundamental principles of equality and fairness. Students across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs.

Objective: to provide all students with the opportunity to benefit from a broad balanced education that will enable them to make the best possible progress in all areas of their academic, social, physical, moral, spiritual and cultural development.

Principal features of John Mason School are:

John Mason School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All students are welcome, including those with SEND, in accordance with the LEA admissions policy. If a parent wishes to have mainstream provision for a child with a statement the LEA must provide a place unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility

All teaching staff are experienced teachers who are able to teach students with SEN. Additional training for teachers and Teaching Assistants is made available when necessary and appropriate, particularly training to meet the specific needs of an individual student. Differentiated resources are used to ensure access to the curriculum and inclusive strategies are employed for high incidence needs such as Dyslexia and Speech Language and communication needs. All staff are kept well informed about the strategies needed to manage students' needs effectively, and we try to ensure that other students understand and respond with sensitivity. Student support aims to encourage as much independence as possible within a safe and caring environment.

Admission of students has a priority status of Children with an EHCP naming John Mason School, Looked After Children, Disabled Children, children living in the catchment area, siblings of students living outside the catchment area then children outside the catchment area based on distance from the school.

Within their teaching teams Directors of Faculty / Department, Key Stage Co-ordinators, Directors of Key Stage and Tutors monitor students' progress, linked to members of SLT, and determine appropriate curriculum for specific students.

Children classified as 'Pupil Premium' and 'Disadvantaged' are identified and their curriculum progress is tracked by Curriculum Faculties/Departments, the Assistant Headteacher of Inclusion and the SLT.

At Key Stage 3 students are mainly taught in mixed ability Tutor Groups; the composition of the groups is carefully determined (from primary school and parental information) at the beginning of Year 7. Monitoring tutor groups, curriculum development and academic demands lies with the Director of Key Stage for each Year group.

At Key Stage 3 students are taught according to ability/aptitude in Maths. From Year 8 Language classes are grouped by preference and ability.

There are guided choices for Year 8 students choosing KS4 courses following a period of Information, Advice and Guidance, and discussions with students, parents, Inclusion and curriculum leaders.

At Key Stage 4 the curriculum is increasingly personalised with students choosing options at GCSE or BTEC, in addition to core subjects of English, Maths, Science, PE, and Character Education.

At Key Stage 5 students have access to a broad curriculum, John Mason works in partnership with the Abingdon Consortium for Education to provide a range of courses across the town to meet all students' needs.

There is provision in place to raise aspirations, stretch and challenge our students no matter where their starting points and the curriculum is designed to ensure students make progress throughout; during lessons taught and through extra curricular opportunities.

There are various Inclusion and teaching interventions to provide a differentiated and appropriate curriculum for identified students.

All KS4 students have a work experience placement; for specifically identified students longer work experience placements are available.

Students with medical needs, unable to access school full-time are supported by the Inclusion Team and Oxfordshire Hospital School.

Throughout KS4 and selectively for KS3 students, through whole school data and Inclusion specialist testing, students are identified for Access Arrangements (exam concessions).

The Special Educational Needs Coordinator (SENCO) will ensure that each student listed in the SEND register receives appropriate classroom support within the individual timetabled curriculum. Staff that organise off-site activities related to the curriculum ensure that SEND students are included as far as is practicable.

PASTORAL ACCESS

Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs to help students to feel safe and secure in school.

Objective: To support students with pastoral, personal development and welfare issues. To equip students with strategies to positively address these with and without staff support and intervention. To develop students who are 'Ready to learn, Respectful to themselves, others and the environment and safe in their behaviour and conduct'.

Principal features of John Mason School are:

The provision of Designated Child Protection staff with developed links to MASH (Multi Agency Safeguarding Hub) Social Services and Oxfordshire Safeguarding Children Board.

Looked after Children are identified and monitored (linked to county professionals and following Oxfordshire County Council guidelines).

Students classified as 'Pupil Premium' and 'Disadvantaged' are identified and their curriculum progress is tracked by pastoral leaders, Pupil Premium (Star Academy) Co-ordinator and the SLT.

Students who act as 'Young Carers' are identified and monitored (linked to county professionals). Oxfordshire County Council Educational Psychologists closely support the work of the school and of individual students as required by their needs. We run a weekly 'Young Carers club' in our Learning Zone to further support these students and offer them an opportunity to communicate with other young carers.

John Mason School has an Inclusion Faculty that offers pastoral and academic interventions and behaviour support programmes for identified students. These are often short-term interventions, but for some identified students, these can be longer-term interventions and alternative provision. Students have access the School Health Nurse (NHS employed) and School Counsellor. This service is confidential.

The school links to the Early Intervention Hub relating to the Common Assessment Framework (CAF) and the Team Around the Child/Family (TAC/TAF) initiatives.

An Adviza (Careers) professional, together with our CEAIG Leads support students from Year 9 onwards with work-related learning and planning for the future.

Developed links with primary partnership schools allow for early identification of individual students' needs, allowing for effective planning and support for transfer of Year 6 into Year 7 (for tutor group placement, SEND initiatives and pre-transfer visits). The Inclusion faculty offers a comprehensive Transition programme for identified SEND students and vulnerable learners.

Sustained and developed links to GPs and local NHS mental health services (CAMHS) closely informs support for specific students / work generally in supporting students.

Our Character Education programme (delivered in lessons and as part of the tutorial programme) aims to inform students about wellbeing and mental health and equip them with skills and strategies to support these positively such as mindfulness and reflection.

Staff have access to counselling services via Occupational Health Services.

INFORMATION ACCESS

John Mason School maintains both an electronic and paper data-base containing personal details of all its students and employees. This data-base is designed to provide an efficient and confidential service to all which is managed by the Human Resources Manager (staff), Student Services (students) and the Assistant Head: Personal Development, Behaviour and Welfare.

Objective: to possess and protect a fully updated data-base which serves the needs of the school and its community so that all information given to stakeholders is factually accurate at the time of transmission. Also to maintain security procedures which give maximum confidence to stakeholders that their information is not available to others without their permission.

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- The Freedom of Information Act
- The Data Protection Act
- The Equality Act (2010)
- The Children and Families Act (2014)
- And other legislation that provides a right to access.

In addition the school has its own policy on Complaints.

Principal features of John Mason School are:

Records of personal details of pupils and parents and staff will be held electronically in a data-base which is secured by the most up to date protection programmes. Requests for access from the Police will be approved only by the Head of School.

As a condition of employment, all employees will commit to the rule that **no personal contact details** may be passed to any person or organisation without the explicit permission of the individual.

Information about pupil performance, attainment and behaviour will be made available only to those with a right or a need to know. Requests for access to this information from Government or local government agencies will be approved only by the Head of School in conjunction with the Deputy Headteacher.

Individual employees will have the right to view their personal records upon request to the Human Resources Manager.

School policies and other relevant documents are available on the school website; hard copies may be requested at a small charge.

Any complaints should be addressed through the School's Complaints Procedure.

Accessibility of Information

John Mason 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, 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 the range of different formats, should the need arise and be aware of font size and legibility when producing information.
- The school will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access information.

This policy is of special reference to:

1. The Head of School
2. The Deputy Headteacher
3. Assistant Headteacher Teaching & Learning
4. Assistant Headteacher Inclusion
5. Assistant Headteacher Personal Development, Behaviour and Welfare
6. The Chair or the Governing Body
7. The Site Manager
8. The HR Manager
9. The Special Educational Needs Coordinator