



**Endon High School**

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**POLICY ON:**

Member of Staff Responsible for the Policy:

Approved by the Governing Body

Signed:

Date of next review:

Dissemination of the Policy:

***Access Policy***

*Headteacher*

*Feb 2024*

*Martin Drew, Chair of Governors*

*Andrew Skelding Headteacher*

*Feb 2026*

*Staff*

*Parents and Carers*

*Governors*

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## **Access Policy**

### **Background**

Endon High School provides a high quality learning environment for pupils aged between 11 and 16 years of age including pupils with physical disabilities, learning needs and behaviour difficulties. The school has very few children from ethnic minority groups. Pupils live over a wide geographical diverse area.

All pupils who have Education, Health and Care Plans are reviewed annually. Achievement is assessed and recorded to show individual achievement and progress from KS2 through to KS4 and is used to provide data for comparison against the norms and for target setting.

A range of information booklets are available to parents, carers and children e.g. School prospectus and a School for Parents Information handbook, a website, and a half termly Newsletter, updates on social media along with the parents' portal on our Firefly. All booklets are electronic via Firefly and can be adjusted to be in large print.

### **Aims of the Access Plan**

- The School Aims are designed to ensure that Endon High School meets the needs of all its pupils, staff and visitors regardless of gender, ethnicity, religion, culture, language, age, ability, sexual orientation or social circumstances.
- The school aims to prepare its pupils for full participation in a diverse and constantly changing society.
- The school prides itself in its inclusivity and has invested in appropriate staffing and funding to ensure the happiness and achievement of included pupils.

### **Endon High School Commitment to Access**

- All pupils are encouraged and enabled to achieve their full potential, where appropriate through individualised learning programmes.
- Diversity is seen as a rich resource that enhances the learning of all.
- All pupils are valued and respected and staff provide role models for inclusive practice and values.
- All forms of prejudice and harassment are openly opposed.
- Staff are proactive in tackling and eliminating prejudice wherever it is found.
- All pupils have access to an enriched curriculum which promotes good relationships within a range of learning and social situations.

### **Leadership and Management**

- School policies reflect the school's commitment to access for all.
- Staff and governors contribute to policy development and review.

- Teaching and curriculum monitoring ensures that staff have high expectations of all pupils, and the curriculum provides breadth of content in relation to the school and the wider community.

### **Staffing, Recruitment and Professional Development**

- Endon High School adheres to recruitment and selection procedures which are fair, nondiscriminatory, and in line with statutory duties and LA guidelines.
- The access policy will form part of staff induction procedures
- The staff handbook contains information for staff supporting their practice in relation to this policy.
- All staff are required to undertake a programme of appropriate training and professional development to support them in addressing access issues and in providing high quality curriculum for all pupils with appropriate scaffolding to meet all learners needs.
- Staff are provided with information to help them understand how physical sensory, medical and learning difficulties affect pupils' learning.
- Staff and visitors provide pupils with a range of role models that reflects the wider community.

### **Curriculum**

- Curriculum planning takes account of the needs of all pupils and tasks are scaffolded appropriately to support all pupils.
- The principles of equality are incorporated in planning all subjects.
- PE extra curricular activities ensure that pupils have access to a wide range of experiences.
- All pupils participate in all subjects (except pupils withdrawn from RE at parents' request and where a small number of KS3 pupils are disapplied from a second modern language in order to work on basic literacy and numeracy skills).

### **Endon High School facilitates an inclusive curriculum by:**

- Ensuring that all staff are appropriately trained.
- Organising classrooms to optimise access for all pupils.
- Planning visits that are accessible to all or providing suitable alternative access where appropriate.
- Ensuring that lessons are structured to provide a high quality learning experience for all pupils.
- Task set are scaffolded where necessary so that all pupils can access the learning and achieve.
- Having high expectations of all pupils.
- Providing experience in the use of ICT for all pupils.

### **Teaching and Learning**

- All pupils have access to a high quality curriculum appropriate to their age or development needs.
- Pupils are grouped in different ways at different times as appropriate.
- Specialised scaffolded support and tasks are provided to enable pupils to access the information that is being presented to them.
- Displays reflect the experiences, backgrounds and modes of access of pupils and promote equality and diversity.

### **Assessment, pupil progress and achievement**

- Assessment is free from gender, cultural and social bias and methods are seen to be valid.
- All pupils have appropriate opportunities to demonstrate what they know, understand, and can do, and therefore to benefit from assessment which summarises what they have learned.
- Assessment information informs future planning.

- Staff employ a range of assessment methods and strategies to assess progress e.g. CAT 4, Fisher Family Trust, SISRA.
- Pupil performance is monitored and analysed and action taken to counter underachievement.
- Staff have very high expectations of all pupils and continually challenge them to extend their learning and achieve higher standards. Structured intervention groups are created in Year 11 for those who need additional intervention to achieve as they should.

### **Behaviour**

- The school expects and encourages high standards of behaviour from everyone.
- Staff model exemplary behaviour and attitudes.
- Strategies for managing behaviour are discussed and agreed with parents/carers.
- Pupils are aware of the school's high expectations of good behaviour.
- The anti-bullying policy outlines procedures for dealing with all forms of bullying and harassment.
- Staff are consistent in applying agreed sanctions and rewards.
- Programmes are individualised for maximum impact and effectiveness and are applied consistently.

### **Partnership with Parents and the Community**

- Parents are invited and welcomed to a range of formal and informal activities.
- Parents are kept up to date with their child's progress, attendance, rewards, sanctions, school reports and timetable via the parent Firefly account.
- Parents are kept up to date with school news and letters via Firefly bookmarks, also sent via email.
- All staff have their school email address publicised so that communication between home and school can take place electronically if required. All staff emails can be found on Firefly.
- The school can be visited by appointment. The school works in partnership with parents and the community to promote positive attitudes to diversity and disability.
- Events are planned to involve the community.
- Information is easily accessible to parents in different forms as appropriate e.g. via Firefly, website, hard copy, informal discussion.
- School premises and facilities can be used by the community and other groups by agreement with the Business & Facilities Manager and the Headteacher.

### **The School Environment**

- The school environment is welcoming and well maintained, within budgetary constraints.
- The ground floor which includes all teaching and recreational areas is accessible for all pupils who use wheelchairs, and the upper floor of the main building is accessible by lift.
- Paths around the site are safe and regularly inspected.
- Parking arrangements are safe. Parents of disabled students are issued with EHS disabled badges to allow them to park in designated disabled parking spaces including those reserved for wheelchair users only.
- Bus and taxi access is supervised and monitored and appropriate risk assessments have been made.
- Emergency and evacuation procedures are in place and practised regularly. Staff are trained in the use of the EvacChair.
- Consideration is given to the reduction of background noise, room acoustics and equipment noise.
- Specialist furniture, equipment, and assistive technological aids are purchased, used and located appropriately to maximise access to the curriculum for all pupils.

**Responsibilities**

- The Governing Body and the Leadership Team ensure that the school complies with all relevant legislation.
- The Governing Body and Leadership Team ensure that the policy and related procedures and strategies are implemented.
- The Headteacher ensures that all staff are aware of their responsibilities under the policy and that all staff have been trained to maintain the policy.
- Health and Safety procedures are reviewed regularly.
- All pupils with a medical need have a Care Plan which is reviewed regularly and signed by parents/carers.