

**LEICESTER PARTNERSHIP SCHOOL**  
**ACCESSIBILITY POLICY**

**Introduction:**

This Access Policy pays due regard government law and the requirements of the Equality Act (2010) and the Children and Families Act (2014) which links in to the SEN Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001.

**Format of this Access Policy**

This Accessibility Policy is divided into four sections:

**Section 1:** Access to the Curriculum - for students

**Section 2:** Access to Pastoral Support

**Section 3:** Site Accessibility

**Section 4:** Access to Information

This Access Policy details policies and initiatives, how these are monitored, reviewed / evaluated, and how these evaluations are developed and embedded into school systems and practice.

This Access Policy should be read in conjunction with a range of other LPS policies and the LPS's School Improvement Plan.

The Policy is reviewed each year by the LPS's Management Committee

**Section 1: Access to the curriculum:**

This section of the Access Plan is monitored by the Head Teacher. Aspects of the curriculum are also managed by the Assistant Head Teacher. 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
- Child Protection & Safeguarding Policy
- Assessment, Recording & Reporting Policy
- Teaching & Learning Policy
- Individual Subject Policies
- Special Educational Needs Policy (and also an SEND Information Report)
- Administration of Medication Policy

The effectiveness and impact of this plan will be monitored by the SLT using a variety of approaches, including:-

- Analysis of on-line tracking data derived from our ForSkills [Functional Skills] testing tool.
- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by all staff and overseen by our 2 Pupil Premium Champions.
- The quality and suitability of our teaching is monitored using a combination of teacher performance reviews, learning walks, planning, marking and work scrutinies and lesson observations.

Our curriculum is delivered using the following range of approaches:-

- At KS3 students are usually taught in mixed ability groups. The composition of these groups is carefully considered although the extent to which group composition can be selected is determined by the on-going admission of students, over which the LPS has only limited control.
- The curriculum that is offered is designed to develop our students personal, social and emotional skills and resilience and to maintain and progress their levels of academic progress in the core curriculum subjects of mathematics and English Language.
- At KS3 our Careers Guidance programmes are provided by an external provider [LEBC] and students are supported to develop employability skills by taking part in a range of work related activities and workshops.
- At KS4 careers education and guidance is provided by Leicester-shire Connexions Service and is provided on an individual student basis.
- All of our lessons have a focus on numeracy & literacy and at KS3 we dedicate some of our tutor time to the development of these key skills.
- At Key Stage 4 the curriculum is increasingly personalised and students can choose GCSE or functional skills courses in Maths, English and ICT and can also access a Skills for Employment & Future Learning [SEFL] course and a BTEC Science course.
- All of our KS4 students access a vocational programme and have the opportunity to gain vocational qualifications through our network of vocational training providers.
- Students with medical needs are accommodated within our normal lesson structures and staff receive training to ensure that these students are able to access the curriculum effectively and safely.

## **Section 2: Access to Pastoral Support:**

Our Pastoral & Behavioural Support Team, led by our Operational Managers, support student learning in the classrooms and also help our teaching team to manage behaviour effectively.

Our pastoral Team work closely with a number of agencies, including:-

- The School Nursing Service
- The Education Welfare Service
- The Careers Education and Guidance Service [LEBC and Connexions]
- Vocational & Alternative provision providers

Our Careers Information and Guidance Programme and our Personal Development Programmes all include elements of Social, Moral, Cultural & Spiritual Education, as well as Fundamental British Values and the PSHE themes of Health & Wellbeing, Relationships and the Wider World.

Our Assistant Head Teacher [SENCo] coordinates our SEN provision and arrangements and ensures that our students' needs are appropriately assessed and that suitable provision and support arrangements are put in place.

We have 4 Designated Child Protection staff across our 2 buildings and these staff undertake regular refresher training and liaise closely with social services and other relevant agencies, when necessary.

Looked After Children are identified and monitored.

Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by their subject Teachers, Tutors, the Assistant Head Teacher and Head Teacher on an on-going basis.

Children who act as 'Young Carers' are identified and monitored and provided with additional support if this is required.

All our delivery staff are trained to use positive behaviour management strategies and restrictive physical intervention when these are required. It is our aim to reward students who demonstrate positive behaviours rather than punish students who demonstrate negative behaviours. However, a range of sanctions are applied to reinforce positive behaviours when the use of rewards has proved insufficiently effective.

Fixed period exclusions are used as a last resort and are regarded as a behaviour management strategy rather than a sanction.

Educational Psychologists closely support the work of the school, and of individual students, as required by their needs

The LPS aligns its support and intervention arrangements with those of the Leicester City's LSCB Early Help Assessment and Provision Thresholds.

Students have access to the School Nurse – a drop-in health care provision for students of all ages. (This service is confidential for students and school staff are not normally informed of who has attended.)

Pastoral staff are able to give information and advice to parents on how to support their child as needed.

Any information provided by students is treated with the strictest of confidence, although students are advised that if any information provided raises a safeguarding concern this will be passed onto the appropriate individuals / agencies.

Enrichment events and guest speakers allow for bespoke PSHE sessions tailored for specific groups

Attendance is monitored daily and parents are contacted on the first day of absence. Pastoral staff liaise with pupils with lower attendance and support them with the provision of work and reintegration packages

Restorative Justice style activities take place to resolve issues between pupils

### **Section 3: Site Accessibility**

Responsibility for this section of the Access Plan lies jointly with the Head Teacher, Business Manager and Premises Officers. Students, staff, parents and visitors to the school on both sites 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.

The following policies and documents support these aims:

- Equality Policy
- Business Continuity Plan
- Health & Safety Policy
- School Improvement Plan
- Fire Risk Assessments and the Fire Safety Action Plan

Health and safety issues are identified and addressed on a continuous basis by a range of people within school - including The Health, Safety & Welfare Committee, Teachers & Lead Practitioners and Premises Officers.

Risk assessments are written for each individual pupil and these are regularly reviewed to reflect any changes in a student's behaviour or circumstances.

Information relating to student's medical conditions is detailed in their admissions documentation and in their Risk Assessment & Physical Handling Plans.

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

Outside professionals (for example, Physical Disability Team, the Visual Impairment Team, Hearing Impairment, physiotherapists, Autism Outreach Service, Speech and Language Service) support the work of the school, and the integration and reintegration of specific students into suitable education provision

#### **Section 4: Access to Information**

This section of the Access Plan is monitored by the Head Teacher and Business Manager with support from the school's ICT and administration team. The school liaises with the Local Authority to ensure compliance with Local Authority and Government statutes. Our aim is to ensure that students, parents, staff 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 (FOIA)
- The Data Protection Act (DPA)
- The Disability Discrimination Act
- The Equality Act (2010)
- General Data Protection Regulation [May 2018]
- Other legislation that provides a right of access.

Please refer to our separate Data Protection & Privacy Policies for information about access to personal data and our data sharing procedures.

All requests for information should be made, preferably in writing, to the Head Teacher.

Any complaints should be addressed through the School's Complaints Procedure, available to view via the school website.

Information relating to Students is provided via the following:-

- Regular reporting of students' progress by written reports from Teachers and Lead Practitioners using the Collaborative Learning Manager [CLM] Program.
- Feedback from their subject Teachers & Lead Practitioners (verbal and written) relating to their work completed in class.
- Reviews of Individual Behaviour Plans, Pastoral Support Plans, TAC Meetings and EHCPs.
- The SEND review process
- Teachers' & Lead Practitioners' written comments in students' books / planners / letters and emails to parents; telephone conversations
- Tutor's contact with parents
- The school's website

- By prior appointment to visit the school
- Specific requests for information (see above)
- Through appointments with teachers (EHCP reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Early Help Assessment process and the Team Around the Family mechanisms)

The 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 a variety of formats should this be required.
- The School will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information.