



The Acorns School

Accessibility Policy

Approved by: *Jo Hodson Head Teacher*

Date: 18/10/2022

Reviewed by: *Jan Lewis Pupil Support Manager*

Date: 18/10/2022

Next Review Date: September 2024

This policy will be reviewed every 2 years

Accessibility Policy

The Acorns School is committed to meeting the needs of all pupils and ensuring that they all make progress. In line with our mission statement we believe that each individual pupil is unique and valuable.

Objectives

In order to achieve our aims and to ensure that all pupils achieve their full potential and make progress we will:

- **Ensure that transitional issues are addressed and relevant information is collected and disseminated to all colleagues. This will be monitored by the Pupil Support Manager.**
- **Ensure that all pupils participate in their learning and increase their responsibility for their learning and behaviour.**
- **To ensure that exit and reintegration strategies for each individual student is defined and developed**

Our pupil related target(s) in this area are:

- To ensure that pupils are involved in the reviews of their Educational Health Care Plans and personal targets.
- To ensure that all pupils are both monitored and mentored
- To ensure the development of emotional literacy for all students.

Our parent/carers related target(s) are:

- To involve all parents/carers in regular progress reviews and reviews of Education Health Care Plans.
- To ensure that each parent/carer has details of and access to their child's key worker and form tutor
- To ensure a record of all relevant key professionals /agencies involved with the pupil is available to parents/carers and colleagues.

Ensure that the School offers a broad, balanced and personalised curriculum that is accessible and suited to each pupil and promotes high standards of attainment and achievement.

Our curriculum related target(s) are: -

- To monitor, evaluate and modify pupil's existing Plan/Target setting format so that they complement the teacher's classroom planning.
- To devise personalised learning packages for all pupils.
- As part of the whole School monitoring and evaluation consider effectiveness of the personalised curriculum offered to pupils.
- Continue to develop alternative curriculum choices.
- To keep abreast of Key Stage 3 developments to assist our Key Stage 3 pupils in the reintegration process as required.
- To evaluate and modify Key Stage 3 & 4 programmes in the light of individual pupil need. **Ensure that the learning needs of all pupils are identified and assessed as early as possible, and their progress is closely monitored.**

Our assessment aims are:

- To gather pupil information from feeder schools to inform the school teaching programme and strategies
- Every pupil on entry to The Acorns School to complete a baseline assessment in literacy, numeracy and emotional literacy development. This assessment will inform each pupil's provision and learning targets.

- Employ diagnostic testing to identify specific difficulties & to inform the development of individual pupil targets
- A continued cycle of assessment to monitor progress and inform new targets

Ensure that the learning needs of gifted and talented pupils are identified, assessed as early as possible, and their progress is closely monitored and addressed.

Related targets are:

- To gather pupil information from feeder schools to inform the teaching programme and strategies.
- To complete baseline assessment on entry
- A personalised curriculum appropriate to identified needs offered to pupil.
- Cycle of monitoring, evaluation and review of programme.

Ensure all teaching and support staff are involved in planning and meeting the learning needs of all pupils

Our staff related target(s) would be: -

- Our SENCO and Subject Leads to take the lead role in embedding effective practice.
- Brief all staff on the changes to the SEND Code of Practice and any changes in statutory requirements.
- Key workers to record their work with individual and groups of pupils
- Key workers to collaborate with teaching staff, parents and pupils in the setting, evaluation and review of pupil targets.

Ensure that the School liaises with schools, outside agencies effectively to meet the needs of staff and pupils

In an attempt to meet individual pupils' needs Acorns School is likely to be involved with the following agencies:

- Area Mainstream Schools/Colleges
- Education –EPS/adviser
- School Nurse
- Community Paediatrician
- SENDIASS
- Early Help and Wellbeing Service
- CAMHS
- Educational Psychologist
- Police/YOT
- Child Missing Education Team
- Elective Home Education Team
- Vocational Providers

Our liaison target(s) are:

- To work with partners to promote, extend, and meet the objectives of Lancashire Continuum of Need
- Match the needs of all pupils to the appropriate outside agencies for support
- To engage in regular multi- agency meetings to ensure that pupil needs are met.
- To engage in joint CPD for all staff by utilising the expertise of professional colleagues from other agencies.
- To develop opportunities in local partnerships
- To work in collaboration with local mainstream schools to develop strategies to improve behaviour and attendance.

Roles and Responsibilities

The SENCo to have oversight of special educational needs provision in the School and to ensure that the full management committee is kept informed of how the school is meeting SEN statutory requirements.

The SENCO and the Head Teacher will work closely with all staff to ensure the effective day to day operation of the School's Special Educational Needs policy. The SENCo and Head will identify areas for development in special educational needs and contribute to Acorns School's development plan. The SENCo will co-ordinate appropriate support provision for pupils at The Acorns School.

All teaching staff are responsible for personalising and differentiating the school curriculum for all pupils and will monitor their progress. All subject leads will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material provided

Admissions

- All pupil will be admitted to Acorns School in line with the Admissions' Policy.
- The School will use the admission and assessment process (i.e. referral information, collection and collation of relevant information from previous schools, the pupil, parents, agencies) to ascertain and identify every child's individual needs in order to plan, develop and deliver a relevant differentiated personalised curriculum.

Access for Disabled

Facilities for a ground floor teaching space have been provided in the main building- Common Room and Classroom 1, with the Coach House and Tec suite. Accessible washroom facilities are available in the Coach House and Tec Suite buildings. An access ramp is installed to the main building rear door inside and externally. Doors are adapted for wheelchair access and some doors open/ close with the use of a fob button.

Resources

The Head and SENCO will use a pupil's Educational Health Care Plan and LEA banding document to identify the areas of pupil need and put appropriate support provision in place.

The SENCo will ensure that all staff are kept fully up to date about developments and any available CPD training related to SEN that can be utilised within The Acorns School.

Identification, Assessment, Reviews:

On Entry:

(Refer to Assessment & Admissions Policies)

Staff Referral:

- If a member of staff raises a concern about a pupil's learning needs they are to refer their concerns to the SENCo who will monitor pupil progress and advise staff on best practice (refer to SEN Policy)
- If despite intervention, a pupil makes limited or no progress, the SENCo in liaison with parents will embark on a request for statutory assessment for an Education Health Care Plan.

Curriculum and assessment monitoring:

- All subject leads are responsible for monitoring and tracking pupil progress and attainment.
(Refer to Assessment Policy)

Pupil reviews (timescales):

- All pupil progress will be reviewed regularly and parents will be invited to attend progress review every half term.

- Pupils are set long term learning and behavioural objectives. Short term targets can be set to enable pupils to work in stepped progression towards their long term goals.

EHCP Reviews:

- If a pupil has an Education Health Care Plan the School will conduct an Annual Review.

Curriculum:

Access to Literacy/Numeracy

- All curriculum departments specify within their policies the cross curricular access to literacy and numeracy available to pupils within their subject

Teacher planning

- Teachers are informed of pupil's individual needs and are given training and guidance upon how best to meet them.

Differentiation

- All work with pupils is either in a small group or individual basis. Every small group situation is supported by key workers in addition to teachers /HLTA's
- Use of diagnostic assessment tools provides detailed information on appropriate individual targets, appropriate resources and teaching and learning styles.

Access to the full life of the School:

All pupils are given access to the full life of the School including the following activities:

- Homework
- Trips
- Enrichment Activities
- End of Year Celebrations
- Sport
- Alternative Providers

However, if there is a health and safety issue involved with the student accessing provisions, the Form Tutor, Keyworker and Alternative Provision Co Ordinator will provide a completed full risk assessment and inform the alternative providers most suited to meeting the needs of the pupil.

All parents/carers are encouraged to contact / call at the school at any time. Opportunities via the Pupil Support Manager and Keyworkers are available to provide family support. All students' parents/carers have an invitation to attend functions such as coffee and charity mornings, the Leavers end of year celebration.

Training

- The Management Committee will ensure that they are kept fully abreast of their statutory responsibilities by attending CPD and receiving regular updates from the SENCo.
- The SENCo and Head Teacher will keep fully up to date about SEN issues through attendance at CPD and cluster meetings.
- All teaching staff will be kept up to date informally by the SENCo & relevant colleagues at the school staff meeting and Inset CPD sessions.

Reviewed by

Jan Lewis Pupil Support Manager

October 2022