



ACCESSIBILITY POLICY

This accessibility policy is divided into four sections:

- Section 1: Access to the Curriculum
- Section 2: Access to Pastoral Support
- Section 3: Site Accessibility
- Section 4: Access to Information

Section 1: Access to the curriculum:

Students across the Key Stages have an appropriate, differentiated and personalised curriculum to fit their needs.

The principal features of Westleigh High School are:

- Within their teaching teams, Heads of Faculty monitor students' progress, linked to a member of SLT.
- Heads of Year monitor students' progress within their year group and discuss appropriate plans of support with Heads of Faculty where necessary
- Students classified as 'Pupil Premium' are identified and their curriculum progress is tracked and supported by individual class teachers, Heads of Faculty and the Senior Leadership Team
- At KS3, students are placed in sets according to their ability. The composition of the groups is carefully determined using a range of data from Primary Schools, CAT scores and Teacher Assessment. Sets are reviewed by Heads of Year and Heads of Faculty.
- At KS4, students are placed in sets and taught according to ability/aptitude in Mathematics, English and Science. For other subjects, are placed in sets where possible but are generally mixed ability. However, despite this, students are still taught according to ability
- Heads of Year prepare a report of their year group highlighting strengths/areas for improvement and feed back to the Senior Leadership team.
- There are guided choices for Y9 students choosing KS 4 courses. This includes discussions with students, parents, Heads of Faculty and SENCo, if necessary
- At KS4, the curriculum is increasingly personalised: students choose four options in addition to English, Mathematics, Science, PE and PSHE. The option plan increases our students chances of achieving Progress 8 however students are not forced to choose subjects that do not interest them.
- Most able students are identified by class teachers to the Most Able Co-Ordinator. Additional curriculum opportunities are provided for our most able students in KS3.
- We implement a range of learning interventions to promote students' progress in Literacy, Numeracy and support students' mental wellbeing,
- We offer a range of off-site vocational courses including Fix It, hairdressing and child care.
- Through whole school data and SEN specialist testing, students are identified for Access Arrangements (exam concessions)
- The Learning Support Centre (F2) and the Learning Mentors room support students further (usually with short term interventions), to access the curriculum.
- We offer alternative curriculum at KS4 for a small number of students to ensure that we meet their needs.

Section 2: Access to Pastoral Support:

Pastoral support enshrines the principles of Every Child Matters and aspects of the Social and Emotional Aspects of Learning agenda. Students across the Key Stages have access to appropriate pastoral support dependent on their specific needs. Each year group is assigned a Head of Year and Assistant Head of Year to help students feel safe and secure in school.

The principal features of Westleigh High School are:

- Designated Child Protection Staff with developed links to Social Services and Wigan Local Authority Teams e.g. Gateway, YPDAT, YOT
- Looked After children are identified and monitored
- Students classified as 'Pupil Premium' are identified and their curriculum progress is tracked and supported by individual class teachers, Heads of Faculty and the Senior Leadership Team
- Children who act as 'Young Carers' are identified
- PALS lessons at Key Stage 3 that support our students to have the appropriate attitude to learning
- The Learning Support Centre (F2) manage and provide behaviour modification programmes
- Educational Psychologists support the work of the school and of individual students as required by their needs
- The child protection team supports Early Help initiatives and attends meetings as appropriate.
- From Year 9 onwards, students are supported with planning for their future through their timetabled PSHE lessons and 1:1 meetings with the careers adviser
- Developed links with primary partnership schools: early identification of individual students' needs allowing for effective planning and support for the transfer of Year 6 students into Year 7.
- Summer School (two weeks in August) is offered to new Year 7 Pupil Premium students to support the transfer
- School counsellors are in school 3 days per week offering emotional support for students
- Students have access to Clinic in a Box, a weekly drop in session staffed by the School Nurse Service
- Developed links to CAMHS to provide appropriate mental health support
- Risk assessments identify students who require enhanced monitoring through medical/mobility needs, behaviour or safety issues.
- Students who struggle with appropriate behaviour/are at risk of exclusion are identified and supported to improve their behaviour. When necessary, students are given a PSP to help them to maintain their school place.

Section 3: Site Accessibility:

We aim to make all areas of the site accessible, where possible, to students, staff, parents and visitors to the school. Where buildings cannot be adapted, changes will be made to the curriculum – typically this will mean re-rooming to accessible accommodation.

The principal features of Westleigh High School are:

- Health and safety issues are identified and addressed on a continuous basis by a range of people in school including teachers (activities, classrooms), Heads of Faculty (departmental areas), common areas (Site Manager) and SLT.
- Risk assessments are written
- Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability
- The medical condition of students affecting health and safety and site accessibility is compiled as a separate document and circulated to school staff 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 Headteacher and related staff
- The SENCo has the responsibility for ensuring that SEN students access all areas of the site within the health and safety guidelines.
- The SEN teaching assistants monitor students' accessibility on a day to day basis and report concerns, if any, to the SENCo.

Section 4: Access to Information:

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 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:

- Freedom of Information Act
- Data Protection Act
- Disability Discrimination Act
- Equality Act
- other legislation that provides a right of access and our own policy on confidentiality and complaints

Responses to requests for information

- All school policies and other relevant documents are posted on, and may be downloaded from, the school's website. Hard copies may be requested at a small charge
- Parents may request copies of student record files including paper and electronic files. Requests must be in writing and a small charge will be levied for administration and photocopying charges.
- Parents/students may not be given access to records which contain information on other staff/students/others which would breach the Data Protection Act
- All requests for information must be made in writing
- Any complaints should be addressed through the school's complaints procedure

Information provided by the school:

Students should have access information by:

- The regular reporting of students' progress by termly reports from class teachers
- Feedback from their subject teachers, verbal and written, relating to their work completed in class, including Parents' Evenings and Review Days
- Reviews from enhanced monitoring through Assertive Mentoring (from May Y10 onwards) and Pastoral Support Plans
- The SEN review process
- Moodle Virtual Learning Environment
- Show My Homework for information on homework set by teachers
- Representation on/by the Student Council

Parents have access to information by:

- The regular reporting of students' progress by termly reports from class teachers
- Teachers written comments in students' books/planners/letters and emails to parents. Telephone conversations.
- Face to face conversations with teachers and support staff and annual parents evenings and review days
- New Intake Parents evening (July Year 6 each year)
- Y10 Curriculum Review Evenings/Welcome Evenings
- Parent Forums
- School Magazine
- School Website
- Twitter
- By prior appointment to visit the school
- Through appointments with teachers
- Main school prospectus
- SEN information to parents during reviews and SEN Drop In Evenings

Visitors/external agencies/individual have access to information (on a need to know basis only) by:

- School website
- Contact with professionals within the school
- By written request to the school manager

Accessibility of information

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 appropriate language and print for students or parents who have difficulty with standard forms of printed information.
- 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.
- The school will, if the need arises, aim to provide translation or interpreter services.

Policy reviewed by the Headteacher on: 16 September 2016	C BRAMWELL Headteacher
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