



# Accessibility Plan

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## Rationale

At Debden Park High school, we aim to create a safe, secure and happy learning environment, which recognises the contributions of all our students who are working purposefully to achieve their potential. We strive to ensure that all our students have a purposeful, educative experience.

## Focus

Accessibility at Debden Park High school focuses on:

- Improving the school's physical environment to enable disabled students to take better advantage of their education, within the current scope and structure of our school buildings
- Ensuring we have a balanced and an enriched curriculum that is accessible to all
- Improving the availability of accessible information to all students, parents/carers and visitors

The Accessibility Plan is based on The *Equality Act (2010)* at its core, while ensuring that it impacts the following school policies:

- Curriculum
- SEND, including Medical Needs for Students
- Safeguarding and child protection
- Health and Safety, Evacuation
- Anti-bullying
- Trips and visits

## Scope

The Accessibility Plan applies to all staff, students, parents and visitors at Debden Park High School.

We aim to ensure accessibility in the following areas:

- **Site accessibility** for staff, students, parents and the community
- Access to the **curriculum** for all students
- Access to **pastoral support**
- Access to **information** for staff, students, parents and the community

### Site accessibility:

Responsibility for site accessibility lies jointly with the Headteacher, SENCO and the Senior manager responsible for the premises, with contributions from a range of individuals within the school including the facilities PFI manager (ESS)

At Debden Park we aim to make all areas of the site accessible where possible, so that all students, staff, parents and visitors to the school have an equality of opportunity to access the curriculum.

Debden park High school takes reasonable steps to avoid disadvantaging any student in terms of accessibility. It manages and improves the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll, as well as prospective

students. However, as per the Equalities Act (2010) the school is not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments.

Changing facilities have been adapted to ensure that the curriculum is accessible for all. In addition our students/staff with specific disabilities have access to the lift to ensure full access to the building.

Risk assessments are completed where appropriate: they 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.

The medical condition of students affecting health and safety and site accessibility, compiled as a separate document by the SENCO, is circulated to staff in school on a need to know basis. Likewise, 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.

There is also the provision of the following for staff and students who have reduced mobility:

- Disability parking bays
- Ramps provide access from the car park, while the entrances at ground level to provide easy access
- Disabled toilets on both floors of the main building and the Hive
- Adequate corridor access in terms of the width of the corridors and entrances
- Adequate lighting
- Appropriate signage, including lit escape routes and fire exits
- Lift access

**Access to the curriculum:**

- Debden Park ensures the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that both teaching and learning and pastoral care is effective and appropriate for these students.
- Appropriate training regarding SEND students is given to all staff at the start of the academic year by the SENCO and pupil passports for these students are given to teaching staff and teaching assistants; they are also securely stored on the shared area with secure access for staff
- Written material is provided to all students in an appropriately presented format where necessary, to SEN and disabled students, including visual (e.g. coloured paper) pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities, including all forms of assessments, both mock and public exams.

- RAP meetings at both key stage 3 and 4 ensure SEND students and those in key groups, such as Pupil Premium and Most Able students, have their progress monitored and intervention takes place where appropriate. RAP documents should evidence the appropriate action that is taken by class teachers, subject leaders and team leaders to ensure there is access to the curriculum for these students.
- Curriculum and extra-curricular trips are available to all students regardless of SEN or their disability. Similarly, all students have access to Work Experience in Year 12, Mock interview day in year 11, year 10 world at work conference, year 9 motivational conference and audit visits are carried out by the school Careers Advisor for all placement in terms of accessibility and health and safety.
- Students who are internally excluded or on a fixed term exclusion are provided with work for the length of the exclusion
- In key stage 3 and 4 setting in English, Maths and Science ensures greater access to the curriculum. In Years 7-9 Food technology, product design and resistant materials is taught in a carousel to reduce the numbers per class to 20, to enable all students to have a safe but enriching learning experience. In addition to this, Computer Science has been introduced to KS3 to create a diverse curriculum with equal access for all. The options process in Year 9 ensures access to the GCSE curriculum for all students, including those in key groups: guided choice takes place and all students who are SEND and/or Pupil Premium have individual meetings with either a member of SLT, the director of Year 9, or the SENCO. All students have access to the EBacc basket and vocational subjects are also available.

### **Access to pastoral support**

The lead teacher monitoring this section of the Access Plan is the Deputy Headteacher (Student Welfare), working with the directors of Year, Pastoral Managers, Safeguarding Lead and Tutors, as well as the SENCO for SEND students and Looked After Children, School Counsellor and School Health Nurse. Outside professionals, such as counselling services and any multi-agency staff are also included where appropriate

The following students in particular are identified and monitored:

- SEND students with an EHC
- Students classified as Pupil Premium
- Looked After Children
- Children who act as young carers.

## **Support**

- Debden park high school places a high priority on transition from KS2 to KS3, therefore links are developed at the earliest opportunity with primary partnership schools: early identification of individual students' needs, allowing for effective planning and support for transfer of Y6 students into Y7 (for tutor group placement, SEN initiatives, pre-transfer visits). Through out the year we host different subject days like maths and computer science, where a primary school will bring their students for the day. An enriching experience for those students that are about to make that transition. This is followed by a transition day. In addition to this we host a summer school in August for those prospective year 7 students to further prepare them for high school.
- The School Counsellor works in school one day a week.
- Pastoral staff and School Counsellors are able to give information and advice to parents on how to support their child as needed. Counsellors cannot, however, give details of specific conversations without students' permission.
- PSHE is delivered via a bespoke programme delivered by form tutors in tangent with the Period 1 assembly programme. In addition, enrichment events and external speakers allow for bespoke PSHE sessions tailored for specific year groups.
- Attendance is monitored daily and parents are contacted on the first day of absence. HOH liaise with students with lower attendance and support with the provision of work and reintegration packages.
- Restorative Justice style meetings take place to resolve issues between students.
- Exclusions are kept to a minimum – when returning from exclusion re-integration meetings take place and students go on report as a support mechanism.

## **Access to information**

- Debden Park High school's aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.
- Relevant documents are posted on, and may be downloaded from, the school's website, or hard copies may be requested.
- Notices are shared on the school's website, Facebook page and Twitter account.
- Parents/students may request copies of student record files, including paper and electronic files.

- Parents/students may not be given access to records which contain information on other staff/students which would breach our Data Protection Policy and/or the Data Protection Act.
- All requests for information should be made in writing, to the Head teacher.
- Any complaints should be addressed through the School's Complaints Procedure, available to view via the school website.

**Students have access to information by:**

- The regular reporting of students' progress through progress stickers per half term, which are also accessible on line via the schools MIS system, Progresso
- Feedback from their subject teachers (verbal and written) relating to their work completed in class, at a parent consultation day -for each year group
- Reviews from enhanced monitoring through individual reports and IEPs.
- Through the school's student Brain (planner)
- Representation on/by Student Voice and student voice leadership team
- Each year group has a student lunch per half term, where a mixed selection of students from all groups in that year are invited provide a sample of student's views across their year group, this is hosted by their director of year.
- In addition to our school website, students have access to google classroom and smart homework, which enables them to have up to date access to home work and supporting materials in a range of formats.

**Parents/carers have access to information by:**

- The regular reporting of their child's progress by written reports from teachers, which are available to parents on the school's MIS system Progresso.
- Teachers' written comments in students' books / Brains (planners) / letters and emails to parents; telephone conversations and text messages
- Parent consultation Days
- Parent information evenings – Year 6, year 7, year 12 etc
- Options Evening (for year 9 students selecting their KS4 courses and for year 11 students selecting their KS5 courses)
- Tutors and Directors of Year contact with parents
- The school's website, Facebook page, Twitter account
- Open morning for parents of prospective new students
- The KS4 options booklet
- Open evening for parents and students for prospective 6<sup>th</sup> form students
- The 6<sup>th</sup> form prospectus
- Specific requests for information (see above)
- Through appointments with teachers e.g. Directors of year, SENCO
- The main school prospectus
- SEN information to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of the school