

ACCESSIBILITY POLICY



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Policy

- All pupils have the right to access an appropriate curriculum and enjoy every aspect of school life, regardless of any learning, physical or social disability.
- All pupils have the opportunity to fulfil their potential and appropriate provision will be in place to meet the diverse needs of all learners.
- The Heights – Burnley must ensure pupils’ physical needs are accommodated.
- The Heights - Burnley has the responsibility to ensure all staff are fully aware of pupils’ physical needs and how they should respond accordingly.
- All pupils have the right to access emotional support and receive appropriate professional guidance to achieve equality of opportunity.

Practice Learning - The Heights - Burnley must:

- Ensure appropriate provision is in place to meet the diverse needs of all learners.
- Ensure the early identification of pupil need through liaison with feeder primary schools, analysis of KS2 data, reading and writing comprehensions, CAT tests and subject benchmarking to identify pupil strengths and weaknesses.
- Provide effective provision in the form of a flexible timetable and/or an enriched alternative curriculum to facilitate personalised learning programmes, in class support, small set teaching, and relevant interventions when required.
- Provide a diverse curriculum and range of courses (entry level, BTEC, GCSE, Life Skills) to suit pupil need.
- Keep up to date with relevant curriculum and research material to provide a first class learning experience where all pupils can fulfil their potential.

Physical - The Heights - Burnley must:

- Ensure physical difficulties are not a barrier to pupils’ learning, social interaction, safety or health and wellbeing.
- Adopt operational practices that support movement around school and essential daily routines for pupils with physical needs.
- Adapt the timetable and curriculum, if necessary, to ensure pupils have full access to a personalised learning programme.
- Ensure accurate records are kept to monitor progress, effect movement within the staged response set out in the Code of Practice and continually improve provision for pupils with physical disabilities.
- Monitor Health Care Plans for statemented /IPRA pupils.
- Regularly review and communicate pupil progress to teachers, pupils, their parents and other involved parties as appropriate.

- Liaise with outside agencies and disseminate information with relevant staff, parents and pupils.
- Liaise with and advise fellow teachers; provide training on physical disability issues.

Social- The Heights - Burnley must:

- Provide opportunities for pupils to have access to appropriate guidance, advice and support on a diverse range of issues.
- Ensure pupils receive appropriate and timely advice and guidance on PSHE Drop Down Days.
- Provide Learning Mentors for identified pupils.
- Monitor and regularly review the programmes and support given to pupils via the Learning Mentors.
- Provide mentors for vulnerable Year 11 pupils.
- Liaise with outside agencies (educational psychologist) to provide guidance, advice and strategies to support staff and parents.

Monitoring

The responsibility for monitoring this policy lies with: The Deputy Headteacher in charge of Curriculum (Learning) Head of Learning Support (Physical), SLT responsible for Pastoral and PSHE (Social). For issues relating to pupil identification, support and monitoring.

This is achieved by:

- Monitoring the curriculum offers and courses for students.
- Monitoring and reviewing individual pupil timetables for identified pupils as necessary.
- Issuing the Special Needs Register lists to all staff and updating these termly.
- Conducting statutory annual reviews for Statemented pupils and those with IPRA's.
- Acting upon causes for concern and referrals from teaching staff.
- The drawing up, implementing and evaluating of Health Care Plans for pupils with statements and IPRA's.
- Allocating support to particular lessons and evaluating its effectiveness through teacher feedback, observations and pupil progress.
- Issuing pupil enquiry forms to teachers, interventions and TAs prior to reviews.
- Monitoring progress in interventions by observations, oversight of assessments and analysis of pupil results.
- Monitoring the impact of the Learning Mentors through data, pupil voice and case studies.
- Monitoring and reviewing the enjoyment and impact of PSHE days through pupil voice and pupil response to issues.

The Senior Leadership Team. For regular liaison with the SENCO regarding whole school issues such as teaching and learning, staffing needs and putting the policy into practice.

