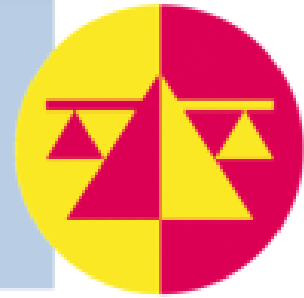


**Achieving Excellence Together**

**Cyflawni Rhagoriaeth Gyda'n Gilydd**



## **ACCESSIBILITY TO EDUCATION POLICY**

Version:	<b>Version 1</b>
Date Adopted by Governing Body:	<b>3.5.2018</b>
Reviewed	<b>04/10/21</b>
Review date	<b>July 2022</b>
Responsible Officer:	<b>Deputy Headteacher</b>



## **1. Title: Accessibility to Education**

### **2. Purpose**

The individual needs of all students at this school will be met effectively so that they benefit as fully as possible from the education they receive and fulfil their potential.

The underlying principle which informs the school's Accessibility to Education Policy is that of inclusion; that all students are valued for what they bring to the school and are entitled to take part in all that the school offers, in the most appropriate ways possible and given the resources available. The school is committed to working towards all aspects of equality, promoting positive approaches to difference and fostering respect for people of all sexual, racial, religious, ethnic and cultural backgrounds. The school is opposed to all forms of prejudice and discrimination.

This is achieved in the following ways:

- A shared responsibility for identifying and assessing an individual pupil's needs
- All members of the school community will be committed to, and be part of, the support of all pupils.
- To meet the individual needs of the pupils – intellectually, physically, emotionally and socially in order for them to achieve their potential.
- To ensure that every pupil has access to a broad and balanced curriculum and equal opportunities to succeed.
- To set suitable learning challenges for all pupils.
- To respond to pupils diverse learning.
- To overcome potential barriers to learning and assessment for individuals and groups of pupils.
- To adapt a collaborative problem solving approach working in effective and positive partnerships with pupils, parents, governors, the wider community and support agencies when reaching decisions about pupils education.
- To ensure staff, parents, governors and any relevant outside bodies are well informed and the roles and responsibilities of each party are understood and respected.
- Ensure all students, irrespective of background, attainment and impairment, have the same access to education as any other pupil.
- Attempt to minimise all institutional discrimination (e.g. race, gender, disability) and that all school practices are open and fair.

## **3. Policy**

### **3.1 Additional Learning Needs**

#### **3.1.1 Aims**

- To ensure full entitlement and access for students with additional learning needs to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self- esteem.

- To educate students with additional learning needs, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- To stimulate and/or maintain student curiosity, interest and enjoyment in their own education.
- To enable students with additional learning needs to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives.
- To identify and assess students with additional learning needs as early and thoroughly as possible and necessary with feeder cluster primaries.
- To fully involve parents and students in the identification, assessment and delivery of additional learning needs and to strive for co-operation between all agencies. The support of parents and students is crucial if an Individual Development Plan (IDP) and One Page Profile (OPP) are to be effectively implemented.
- To meet the needs of all students who have additional learning needs by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- To ensure provision is made for those pupils who require opportunities for enrichment, challenge and extension that go beyond those provided for the general cohort of learners, and that they are given the opportunity to develop their full potential, accessing an enriched curriculum and extended learning experiences.

### **3.1.2 Key Personnel**

#### **The Headteacher**

Monitors our annual intake to ensure that students with Additional Learning Needs (ALN) have not been refused admission or discriminated against because of their additional needs. This applies equally to students who live within or outside of the catchment area of the school.

#### **ALNCo**

Work with key stakeholders to ensure that the curriculum and timetable is:

- balanced i.e. it allows for, and, facilitates adequate development in each curricular and skill area, which allows for discreet pathways to be sought if required
- allows for differentiation according to individual needs
- offers equality of opportunity and access to the different curricular and skill areas.

And:

- Offers advice and training opportunities to subject teachers and learning support staff on employing differentiated teaching methods and resources
- Works with subject teachers, parents and students in developing person centred practice through IDPs and OPPs and within this process, enhances student self-esteem.
- Ensures that our ALN students are known to other schools or colleges to which they may transfer;
- Ensures that subject teachers are fully informed as to the ALN of any students in their care.

- Aims to raise awareness of staff with regard to appropriate teaching methods and resources which are sensitive to the expected pace of learning and support them in delivering the curriculum to maximum effect.
- Lessons are conducted in a secure, supportive and disciplined manner. The students and staff interact in a manner that demonstrates mutual respect.
- Staff use the Aspire Reward System to encourage students to work to their full potential and to experience a sense of achievement.
- Students have regular homework that has a clear purpose.
- Student safety is always a priority, particularly when working in the Science and Technology areas.
- Attend Year 5 and Year 6 Annual Reviews.
- Liaise with appropriate external agencies.
- Meet with parents and students during transition evenings.
- Visit primary feeder schools to meet prospective students, teachers and parents during the year prior to commencement.
- Hold termly cluster meetings with ALNCOs to discuss the ALN of individual students.
- Arrange additional transition visits for students with ALN throughout the year.
- Produce and distribute 'Transition Booklets' to students with ALN during the spring term.

### **The Student Support Team**

- Provides expertise in the education of students with learning difficulties
- Provides expertise in the education of students with emotional and behavioural difficulties;
- Provides expertise in the education of students with dyslexia;
- Provides care and expertise for students with physical / medical disabilities.
- Alternative provision for social and communication needs.

### **The Governing Body is**

- responsible for implementing the Code of Practice by using its best efforts to secure that the needs of the vast majority of ALN students are met by the school with help from the outside agencies where it is deemed necessary.
- responsible for keeping a general oversight of the school's ALN provision and ensuring the curriculum meets the needs of ALN students.
- responsible for ensuring that the ALN students integrate and experience the same educational experiences as the other children, in so far as the integration meets the needs of the ALN students, the needs of other students and allows for the efficient use of resources.
- responsible for producing an annual report for parents on the implementation of the school's ALN provision. This should include the following –
  - a. the identification, assessment and provision of resources for ALN students,
  - b. how monitoring and reviewing have been undertaken,
  - c. any significant changes made to the school's ALN provision,
  - d. and the use of external agencies.

### **Outside Agencies**

- Psychology Service
- Family Intervention Team
- Trinity Fields Training Services

- Advisory Service
- Specialist Careers Officers
- Speech and Language Service
- Occupational Therapy
- Educational Welfare Service
- Child Guidance Services
- Social Services
- Behaviour Support Service
- Physiotherapy Service
- CASS
- Youth Offending Service
- COMIT/HIVE
- ISCAN Team
- School Based Counselling Service as well as Unicorn and Umbrella Cymru
- Others

### **3.1.3 Identification, Assessment, Recording and Reporting**

At the start of the academic year all Year7 students are involved in a range of tests. Identification of students needing additional support will be based on the results of these tests and information received from the primary school and external agencies. Members of the student support team spend time during the first half term observing Year 7 classes and completing OPPs before decisions are made on the kind of support to be provided. Specific requests for support are also considered from various sources including parents, teachers etc. Some students may personally request support and the school endeavours to assess, identify and intervene as far as is possible within the limits of the resources. A graduated response is in place as a result of a referral.

The process starts through liaison with our primary feeder schools and other schools where requests have been made to attend Heolddu Comprehensive.

- Annual 'Open Evenings' provide an opportunity for parents and students to visit the school and meet with all members of the Learning Support Team.
- The ALNco attends Year 5 and 6 student annual reviews.
- Pre-planned ALN cluster meetings take place on a termly basis.
- The Inclusion Manager liaises with the Psychology Service or leading practitioners within the primary setting regarding transition arrangements for students at 'School Action Plus' and those with Statements of Education.
- Enhanced Transition Sessions are arranged during the Summer Term prior to transfer for the most vulnerable students or those with an ALN.
- The ALNco and Learning Support Team meet with students and parents at an agreed time during the Summer Term prior to transfer.

Students who are thought to have an ALN are identified and assessed as early and thoroughly as is possible and necessary. Referral can come from a variety of sources, e.g.

- subject teachers request;
- student self-request;
- parental request;

- management request;
- following information from previous school (e.g. primary school).
- following blanket testing of Year 7 students;
- following diagnostic tests;
- following teacher observation of individual students in lessons;
- GP request
- Or a result of a planning meeting with the Local Authority Inclusion Services.

### **3.1.4 The Process of Identification, Assessment and Provision**

#### **The Stage Process**

A staged process for identification, assessment and provision in accordance with the Code of Practice is established. This approach recognises that there is a continuum of ALN and that the needs of the majority of ALN students lie at the 'School Action' stage.

In most cases any movement through the procedure occurs in a smooth linear fashion. However, in exceptional circumstances, students may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a further stage is necessary immediately.

#### **1. School Action**

When students are referred to the ALN faculty, they are observed and a graduated response commences. Students are monitored on a School Action register and appropriate support and provision are implemented. Progress and support is reviewed and progress to an IDP may be appropriate. Students and subject teachers contribute to the review process. Occasionally the school will call upon external specialists for one off help in identification or assessment.

#### **2. School Action Plus**

When the school requires on-going or regular support in monitoring and delivering the ALN provision for an individual student from external agencies and other specialists. An IDP is implemented and targets reviewed regularly.

#### **3. Statement of Additional Learning Needs**

In a few cases the correct provision depends upon resources that can only be accessed via a Statement of Education. In such cases the school will make a referral to the LA who will consider the need for a statutory assessment. If the LA makes a Statement it will then arrange, monitor and review the provision.

The ALN Act 2018 and the ALN code of practice for Wales will be implemented in line with Welsh Assembly Government Guidance. This will take place in a phased approach, over a three year period, from January 2022.

### **3.1.5 Involving the child and parents**

The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents. Successful education is dependent on the active and positive participation of parents, student, teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referral indicates that a child has an ALN.

Once identification, assessment and intervention have taken place, students and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, annual reviews and the formation and implementation of IDP. Person centred practice reviews are organised as appropriate and parents are always informed of the decisions made.

Parents are informed in order that they can fully understand the measures the school is taking. This is particularly relevant when an IDP is drawn up for each student and progress is reviewed regularly. Parents and students views are highly valued as a contribution to the review process. Parents are always asked to give their consent to consultation with relevant health professionals and other agencies.

Parents are encouraged to offer their views on their child's ALN provision at the PCP meeting.

### **3.1.6 Testing**

All students complete the following tests on either entry or at appropriate stages throughout KS3 and KS4:

- CATs and GL Assessment
- National Tests
- WRAT 4
- CTOPP
- BPVS
- GNWRT

Very low scores in each of these areas will be investigated further using diagnostic tests. At KS4 Access Arrangements Testing takes place to identify students to reduce the attainment gap.

### **3.1.7 Assessment**

The assessment of students with ALN is a continual process and its outcomes enable us to:-

- modify teaching methods, provide feedback on the National Curriculum and, examination courses as well as indicate student progress.
- develop a positive self- image in the student from positive and constructive feedback.
- encourage students to review their own progress by a procedure containing an element of self- assessment.
- encourage students to be aware of the assessment techniques being used.
- report results in a way that is useful to students, parents and teachers.
- record significant points in a student's development.

The small step approach to learning and achievement is recommended for all types of support as this increases student motivation and confidence.



## **4 Equal Opportunities**

### **4.1.1 Rationale**

To promote race equality and reduce barriers to learning.

### **4.1.2 Admissions**

- Admissions and transfer criteria is deployed in accordance with the Local Authority Policy.
- Information about all pupils' ethnicity, home language and religion is collected through admission forms and entered on the school database. Admissions are monitored by ethnicity to ensure that the procedure is administered fairly to all pupils.

### **4.1.3 Attendance**

We expect very good attendance of all pupils and work together with staff, pupils, parents and the Education Welfare Service to ensure that high levels of attendance are maintained.

We recognise pupils' right to take time off for religious observance and make provision for pupils on extended leave to cover missed work.

### **4.1.4 Attainment and progress**

Our aim is to ensure that all pupils achieve to their full potential. We value all forms of personal and academic achievement. We monitor individual pupils' attainment and progress for signs of underachievement. Any disparities are addressed through planned and targeted support.

## **5 Medical Conditions**

### **5.1.1 Specific Medical Issues**

The school welcomes all pupils and encourages them to participate fully in all activities and endeavours to provide a learning environment that supports all medical conditions and illnesses.

The school will advise staff on the practical aspects of management of:

- i Asthma attacks
- ii Diabetes
- iii Epilepsy
- iv An Anaphylactic Reaction

The school will keep a record of pupils who may require such treatment and work with medical teams and the school nursing service to support the students according to their Health Care Plans.

The school expects all parents whose children may require such treatment to ensure that

appropriate medication has been logged with the school together with clear guidance on the usage of the medication.

#### **5.1.2 Aims**

- To ensure all staff are aware of those pupils who have medical needs
- To ensure all staff are aware of the procedures to be followed