



Accessibility Policy

January 2017

This Access Policy pays due regard government law and local Royal Borough of Kingston Council directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEN Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001, and Royal Borough of Kingston Council's Schools Accessibility Strategy 2006-2009); and it also incorporates aspects of the School Development Plan. The DDA defines a disabled person as someone with 'a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'. We understand that the DDA definition of disability is broad and includes a diverse range of learners, including those with hidden impairments such as autism, dyslexia and speech or language difficulties.

The Management Committee has three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- To plan increased access to education for disabled students.

At Malden Oaks, it is the responsibility of every member of staff to reduce and eliminate barriers which restrict access to the curriculum or, indeed, full participation in the school community for current students, prospective students and our adult users with a disability.

This plan should be read in conjunction with and will contribute to the review and revision of related school policies, strategies, documents and plans:

- Special Educational Needs Report
- Equalities Policy
- Health & Safety (including off-site safety)
- Medical Policy
- Child Protection and Safeguarding Policies
- School Improvement Plan
- School website and Mission Statement

Background

Malden Oaks is a Pupil Referral Unit, catering for a wide range of needs where, through consistent high expectations, opportunities for engagement and the active involvement of students in their own learning, our focus is on the progress and well-being of each student. We recognise that all members of our community are of equal worth and ensure that we recognise and celebrate the



differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination, wherever it exists.

As a whole school policy, equality applies to all members of the school community, learners, parents/guardians, staff and Management Committee Members. Our school community aims to enable all our young people to:

- become successful learners who enjoy learning, make progress and achieve;
- be confident individuals who are able to live a safe, healthy and fulfilling life;
- be active and responsible citizens who make a positive contribution to the wellbeing of present and future generations.

Role of Key Personnel

➤ Management Committee

The Management Committee monitor and review the SEND policy and the Accessibility Plan on a regular basis, which must be at least annually. They ensure the School's inclusion of students with disabilities meets all aspects of the law.

➤ The School Leadership Team

The Headteacher and other members of the School Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with what are termed, 'protected characteristics' in almost every area of life. The Headteacher and SENCO are responsible for ensuring the implementation of these policies and the full development of a strong ethos of inclusion, within all aspects of the life of the school.

➤ All Staff

It is the duty of all staff and everyone working in the school to implement the policies and continue to develop inclusive practices.

This **Accessibility Policy** is divided into four sections:

Section 1: Access to the Curriculum - for students

Section 2: Access to Pastoral Support - includes the principles of past local and national initiatives, including 'Every Child Matters' (ECM) and aspects of the 'Social and Emotional Aspects of Learning' (SEAL) - for staff, parents and students

Section 3: Site Accessibility - for staff, parents, students and the community

Section 4: Access to Information - for staff, parents, students and the community



Section 1: Access to the curriculum

Responsibility for this section of the Access Plan lies jointly with the Headteacher/SENCo and the Deputy Headteachers. Despite our small size we are committed to offering a broad and balanced curriculum which currently includes 16 GCSE subjects to allow students a broad choice and the opportunity to develop their interests. As well as engaging in the formal taught curriculum, students are also encouraged to develop in other areas with an extensive and inspiring outdoor and activity programme. Supporting our students in developing positive relationships, self-confidence, resilience, creativity and British values is crucial to our ethos.

Staff respond to our students' diverse learning needs, ensuring that classes and activities are differentiated to ensure that the contents is accessible to all students. We encourage all students to be fully involved in all aspects of school life and ensure that any potential barriers that are identified are overcome. This is often achieved through collaboration with a variety of stakeholders; students, parents, staff and other professionals. Students are actively encouraged to participate in Student Voice activities.

Malden Oaks is committed to providing, for all students, the best possible environment for learning and to offer a curriculum that give all students a sense of achievement and thereby help them to develop confidence and self-esteem.

The school provides all students with a curriculum that is differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students.

Staff work hard to meet the needs of all students with regards to accessing the curriculum and are supported by the Senior Leadership Team all aspects of school life. Each student is viewed as an individual, supported in their progress towards as fully as independent and achieving future, as possible.

Temporary and Permanent Needs of Students

Existing and emerging health needs of existing students are closely monitored and arrangements for individualised support are developed in consultation with their parents and medical or other appropriate professionals. Short term mobility needs are considered and guidance and help given as appropriate.



Section 2: Access to Pastoral support

The lead teacher monitoring this section of the Access Plan is the Deputy Headteacher (Student Welfare), working with the Pastoral team, tutors, Social Services and School Health Nurse and Health Link Worker. Outside professionals, such as the Educational Psychologist (EP), Multi-Agency Safeguarding Hub (MASH) and Child & Adolescent Mental Health Service (CAMHS), who support the School, contribute additionally to this work.

Pastoral support enshrines the principles of Every Child Matters and aspects of the Social and Emotional Aspects of Learning (SEAL) agenda. Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs.

The School's various separate policies contribute to supporting these aims:

Attendance Policy

Drugs Policy

Policy on supporting students with medical conditions in School

Behaviour Policy

Safeguarding & Child Protection Policy

Special Educational Needs Report

Principal features of Malden Oaks School are:

- Three Designated Child Protection staff on site, with developed links to Social Services and AFC local education authority teams
- Looked After Children are identified and monitored (linked to professionals and following guidelines)
- Children who act as 'Young Carers' are identified and monitored (linked to professionals).



- Student Passports monitor and support students
- Induction programmes supports the transfer of students into the school
- Students have access to the School Nurse –drop-in health care provision for students of all ages if offered (This service is confidential for students and school staff are not normally informed of who has attended.) Students can also request an individual appointment with the School Health Link Worker or School Health Nurse.
- Links to GPs and local NHS mental health services (CAHMS) closely informs support for specific students / work generally in supporting students



Section 3: Site Accessibility

Responsibility for this section of the Access Plan lies jointly with the Headteacher/SENCO and the School Business & Premises Manager, with contributions from a range of professionals supporting the school and from individuals within the school.

Students, staff, parents and visitors to the school on both sites have an equality of opportunity to access the curriculum and we aim to make all areas of the site accessible where possible. Where buildings cannot be adapted, changes will be made to the curriculum - typically this will mean re-rooming to accessible accommodation.

The following policies support these aims:

- **Critical Incident Plan**
- **Equality Policy**
- **Facilities Development Plan, within the School Development Plan**
- **Fire Risk Assessments**
- **Health and Safety Policy**

The School Business Manager also conducts a [Access Audit](#) as part of monitoring this plan.

Principal features of Malden Oaks School are:

- health and safety issues identified and addressed on a continuous basis by a range of people within school - including The Health, Safety & Welfare Committee, teachers (activities, classrooms) and the School Business & Premises Manager (common areas). The SLT are responsible for reviewing these procedures and activities
- risk assessments 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 (PEEPS)
- 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
- 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 identified SEN students access all areas of the site within the health and safety guidelines



Section 4: Access to Information

This section of the Access Plan is monitored by the School Business Manager, with support from the school's administration team. The school liaises with the Local Authority and the Information Commissioners Office to ensure compliance with statutes. Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

Purpose of this policy:

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- the Freedom of Information Act (FOIA)
- the Data Protection Act (DPA)
- the Disability Discrimination Act
- the Equality Act (2010)
- and other legislation that provides a right of access

In addition the School has its own policies on Data Protection and Complaints.

Responses to requests for information (please see full details within our [Freedom of Information publication scheme](#))

- Relevant documents are posted on, and may be downloaded from, the school's web site or hard copies may be requested at a small charge.
- Parents/students may request copies of student record files, including paper and electronic files. 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 which would breach our Data Protection Policy and/or the Data Protection Act
- All requests for information should be made, preferably in writing, to the Headteacher.
- Any complaints should be addressed through the School's Complaints Procedure, available to view via the school website.

Information provided by the school

Students have access to information by:

- the regular reporting of students' progress by review reports from teachers
- feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Review evenings
- reviews from enhanced monitoring through Student Passports, Review Meetings and TAC Meetings
- the SEN review process
- representation on/by the Student Council



Parents have access to information by:

- the regular reporting of their child's progress by written review reports from teachers
- teachers' written comments by text to parents, letters and emails to parents; telephone conversations
- talking to teachers and support staff at Review Evenings
- the school's website
- by prior appointment to visit the school
- specific requests for information (see above)
- through appointments with teachers (SEN reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child mechanisms)
- SEN information to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of the school

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

- the School's website
- contact with professionals within the school
- by written request to the Headteacher

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 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. during review meetings of children's performance in school, details are confirmed to parents how they can access information
- the School will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access information

This Accessibility plan is also available in the following formats, on request to the Headteacher: email; enlarged print version; other formats by arrangement.



Staff Recruitment and the Needs of Existing Staff

Are we satisfied it's covered in Equal Opps Policy?

Do we need to put the statement of intent in? And if not, say how often plans are reviewed?

Statement of Intent

Malden Oaks continues to develop its ability to provide an inclusive, accessible environment for students, staff and parents. It aims to meet the five outcomes of the Children Act (2004) and has regard to the general duty to:

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- • promote equality of opportunity
- • eliminate unlawful discrimination
- • eliminate disability-related harassment
- • promote positive attitudes to people with disabilities
- • encourage the participation of people with disabilities
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- Regularly updated action plans ensure that improvements are appropriately prioritised.