



THE CHERWELL SCHOOL
OPPORTUNITY, RESPONSIBILITY, EXCELLENCE

Accessibility Plan

Person responsible for policy: Assistant Headteacher – Inclusion

Revised: September 2019

Review Date: September 2022

Governor Committee: SIC



THE CHERWELL SCHOOL
OPPORTUNITY. RESPONSIBILITY. EXCELLENCE.

The Cherwell School Accessibility Plan

This document is the School Accessibility Plan for The Cherwell School, updated to comply with the new Special Educational Needs (SEN) Code of Practice 2014, equality and disability legislation and the school's SEND policy, which is available on the school website (www.Cherwell.oxon.sch.uk). This document has been updated following consultation with parents, carers and staff, and will be reviewed annually by our Accessibility Working Group representing the views of adults and students accessing the school. The other main purpose of this group is to devise and monitor the implementation of an Accessibility Plan, which will identify areas for improvement and changes required to improve the accessibility of the school.

This plan is made available on the school website and is also available in large print or other accessible format if required.

The **Accessibility Plan** will be divided into four sections:

Section 1: Access to the Curriculum - for students

Section 2: Access to Pastoral Support – for students

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

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

An introduction to these main areas is given below.

The Cherwell School prides itself on being 'a centre of opportunity' for all students and staff. Our school aims emphasise that opportunities should be available for every person, that we have an ethos of mutual respect and a belief that excellence can be achieved by all, and that we want every individual to thrive in the widest sense. Schools also have a specific duty not to discriminate against disabled students for a reason relating to their disability and to promote the inclusion of disabled students in all aspects of school life. The Accessibility Plan aims to support all students in this context, and to reduce barriers that might prevent these aims being met. It also aims to ensure that all adults involved with students (whether as parents, carers or professionally) are not discriminated against. The school also has a duty to make reasonable adjustments



THE CHERWELL SCHOOL
OPPORTUNITY. RESPONSIBILITY. EXCELLENCE.

to ensure that students, parents, carers and staff who are disabled are not put at a disadvantage in comparison with those who are not disabled.

In reviewing the Accessibility Plan, we have sought input from as wide a range of interested parties as possible. This has included students, staff (both teaching and support staff), specialist professionals working on the site (e.g. in our Communications and Interaction Resource Base (CIRB) and our Hearing Resource Base (HRB), the pastoral teams, parents, carers, senior leadership and governors.

The Accessibility Plan must pay due regard to the law and local Oxfordshire County Council policies, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 of which links in to the SEN Code of Practice (2014), and the Oxfordshire Schools Accessibility Strategy.



Section 1: Access to the curriculum and assessment

The aim of this Plan is to ensure that all students will have an appropriate (differentiated and personalised) curriculum to fit their needs. The following policies support this aim:

- **Curriculum, Assessment and Teaching Policy**
- **School Development and Improvement Plan (SDIP)**
- **Individual Faculty Development Plans**
- **Special Educational Needs Policy**
- **Exams Access Policy**

Faculty leaders have responsibility for ensuring that they teach an appropriate curriculum that is accessible to all, and they are responsible to the senior leadership team through their appointed SLT faculty link. They are supported in this by our internal resource bases (7 Stars teacher for students with low literacy levels in Year 7, Inclusion Base, HRB* and CIRB**). Information about the curriculum can be found on the school website or a printed copy requested from the school's reception. The school will fully comply with the systems stipulated by JCQ for exams access arrangements, to ensure reasonable adjustments are in place.

Responsibility for the curriculum aspect of the plan lies with the Assistant Headteacher (Curriculum) and the Assistant Headteacher (Inclusion)/SENCO.

Section 2: Access to Pastoral support

The aim of this Plan is to ensure that all students will have access to suitable pastoral support to ensure that they are safe in school and are supported in their emotional and social development and general wellbeing. The following policies support this aim:

- **Anti-bullying policy**
- **Behaviour for Learning policy**
- **E-safety policy**
- **Healthy Schools policy**
- **Safeguarding and Child Protection policy**

This part of the Plan is implemented by Year Leaders and Deputy Year Leaders working with their teams of tutors. They are supported by the Assistant Headteacher (Inclusion)/SENCO, School Counsellor, Learning Mentors, Inclusion Manager, SEND Officer and School Health Nurse. All staff are regularly trained in safeguarding, and the



THE CHERWELL SCHOOL
OPPORTUNITY. RESPONSIBILITY. EXCELLENCE.

school places great emphasis on the 'culture of safeguarding' to ensure that any concerns about students are reported to the appropriate people. Students receive support and information via tutor time, assemblies, Social Wellbeing lessons and Wellbeing days. External 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. We have also begun work with registered charity At The Bus which provides onsite art as therapy group work and the Mental health Support Team who run group work to support students with anxiety. Our Safer Schools Officer works with preventative education particularly around CCE, CDE and knife crime.

Responsibility for this aspect of the plan lies with the Deputy Headteacher.

Section 3: Site Accessibility

The aim of this Plan is that students, staff, parents, carers and visitors to the school on both sites will have an equality of opportunity to access the site. In doing so, the school will have regard to our legal duty to make reasonable adjustments to ensure the school does not discriminate against anyone because of their disability. If areas of the school cannot be made accessible, we will explain why. 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:

- **Equality Policy**
- **Facilities Development Plan**
- **School Development and Improvement Plan**
- **Fire Risk Assessments/Fire Safety Action Plan**
- **Health and Safety Policy**

An audit of the site is undertaken in consultation with occupational therapists and visual specialists as required. The acoustic environment is audited annually with the school committed to an ongoing programme of improvement. A Health and Safety audit also happens annually, and health and safety issues are identified and addressed on a continuous basis by a range of people within the school, including the Health and Safety Officer, Heads of Faculties, the Premises Manager and caretaking staff, the senior leadership team and other colleagues. Risk assessments are written as appropriate for particular students or activities or to take into account a specific disability. Parents and carers of students with physical disabilities should contact Martha Hawes, the Assistant



THE CHERWELL SCHOOL
OPPORTUNITY. RESPONSIBILITY. EXCELLENCE.

Headteacher (Inclusion)/SENCO, if there are reasonable adjustments that need to be made to enable access. Staff with physical disabilities should contact Tracey Parish, the Assistant Headteacher for Professional Learning.

Responsibility for this section of the Accessibility Plan lies jointly with the Assistant Headteacher (Inclusion)/SENCO and the Premises Manager, with contributions from a range of professionals supporting the school and from individuals within the school.

Section 4: Access to Information

Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality. The school aims to provide information in an accessible format and will respond to individual needs and requests as they arise. Information on the school website can be requested in written form by contacting the school reception.

The aims in this section are supported by the following policies:

- **Home-school Communications guidance**
- **Freedom of Information policy**

This Plan supports the legislative framework for responding to requests for information under the statutory access regimes established by the Freedom of Information Act (FOIA), the General Data Protection Regulations (GDPR), and the Equality Act (2010).

This section of the Accessibility Plan is monitored by the Deputy Headteacher.

If you wish to contact the school regarding accessibility, please email accessibility@cherwell.oxon.sch.uk

September 2019

*Hearing Resource Base

**Communication and Interaction Resource Base



Accessibility Plan

1. Curriculum

Outcomes	Actions	Who and when?	Review date
To ensure the KS3 curriculum is accessible to all students and that disadvantaged students' needs are taken into account when planning the curriculum and assessment.	- Subjects providing clearer curriculum documentation, and rewriting content and assessments so that they are accessible and rewarding for all.	TB / KS3 Curriculum and Assessment Group / Faculty Leaders (FLs)	March 2017 (external review from River Learning Trust).
	- Use of PR5 data to support start of school year in highlighting vulnerable students not making expected progress	FL and teachers Sep 19	Next review Nov 2019
	- Continued use of KS3 security data to prompt accessibility discussions with faculty leaders	TH – Mar 2019	March 2020
	- Adjustments discussion meetings for all teachers to examine the curriculum and make 'adjustments' for vulnerable students	All teachers 8 meeting across the year	Dec 2019 Mar 2020 Jun 2020
To provide a suitable range of options at KS4 to ensure that all students can develop the skills and experience they need for their further educational choices.	- Introduction of VCerts for Food, Engineering, and Cambridge Nationals for H and SC and ICT. These courses are more accessible for many students, due to nature of the courses and assessments.	TH / Jji / FLs Ongoing	November 2019
	- Review of 4 options model at GCSE	TH Oct 2019	November 2019
To build on the Curriculum Assessment and Teaching policy to ensure that teachers have the capacity and	- Training provided for teachers on how to	Various avenues: staff meetings,	March 2019



Outcomes	Actions	Who and when?	Review date
knowledge to provide work that is suitably differentiated for different students' needs.	interpret the policy to ensure access for all.	Adjustment discussions, lesson observations, January INSET day, faculty time. Analysis of SEND data at PR3 and 5. Ongoing	
That the school reporting system allows the progress and successes of students to be recognised and celebrated.	- School reporting system at KS3 has moved to a lighter touch model, with summative data shared less frequently and in a less specific form. This is beneficial to vulnerable students as it reduces the comparison effect and promotes focus on learning and progress, rather than performance.	TB / FLs / All staff Analysis of data at PR3 and 5.	March 2019

2. Information

Outcomes	Actions	Who and when?	Review date
That parents and carers will know how to request information in different languages if needed.	Audit 'signposts' for parents and carers on website and standard written information to ensure this information always clearly communicated.	MHs Term 1 2019	March 2020
That parents and carers whose language at home is not English will feel connected to the school and will know how to support their children with their learning.	Investigate level of need in this area – parental conversations, survey, etc. E.g. is there a difference in parental engagement and confidence among different groups of parents and carers.	RA 2019	Jan 2020



Outcomes	Actions	Who and when?	Review date
	Use results of this to develop strategies for engaging these students more effectively.		
That parents and carers from all communities around the school know how to access information and support for their children, and feel confident about whom to contact from the school.	Investigate level of need in this area – parental conversations, survey, etc. E.g. is there a difference in parental engagement and confidence among different groups of parents and carers? Use results of this to develop strategies for engaging these students more effectively.	MHs 2019	Jan 2020
That communication with parents and carers will use electronic means that are most effective.	Texting is now used by deputy year leaders to contact parents where needed. Further use for different groups to be investigated.	MHs 2019	June 2020

2. Pastoral support

Outcomes	Actions	Who and when?	Review date
Students know how to deal with social and emotional difficulties and become better at managing their behaviour and feelings.	ATB – Art as therapy initiative Group work by CMSY for those experiencing anxiety Social Wellbeing lessons (Y7 Y8 and Y12) Wellbeing days for Y8, 9 and 10 Assembly and Tutorial focus on 5 ways to wellbeing	BT 2019/20	July 2020
There are systems to support children with mental health difficulties Staff are more knowledgeable.	Multi Agency meetings identify and refer students to appropriate interventions ATB, Counselling service, SHN, CMHST	MHs	July 2020



Outcomes	Actions	Who and when?	Review date
	Mental Health first aid – training for all staff to enable them to notice signs of mental distress.	MBarnard Sally Price by end of 2020	
Students with autistic spectrum conditions are better supported to learn how to deal with social situations and stresses.	Development of work with SENSS team to include regular group work and one-to-one social support where needed.	MHs 2019/20	July 2020
Support for staff to manage stress and anxiety	Offer further opportunities to manage wellbeing – Tai Chi, Yoga, Gym membership, no meetings weeks. SLT link for Staff wellbeing	LA 2019/20	July 2020

4. Site

Outcomes	Actions	Who and when?	Review date
Toilets are more accessible.	<p>Costings for major works to be obtained.</p> <p>Feasibility of upgrades to be considered within overall toilet improvement plan and budgeted accordingly.</p> <p>North Site</p> <ul style="list-style-type: none"> – New toilets completed in 2018 (girls) and 2019 (boys) to improve access. Wheelchair access toilets are completed in Humanities block <p>South Site</p> <ul style="list-style-type: none"> – Review of south site toilets for disabled access to be completed by HM (site manager) 	HM CP 2019/20	July 2020



Outcomes	Actions	Who and when?	Review date
Gyms on South Site are improved for sound levels.	Sound levels improvement work has been carried out in Gym 2 on south site – levels much improved. Gym 1 sound levels to be assessed and feasibility of improvements determined.	HM 2019/20	July 2020
Doors: That doors are manageable for people with disabilities	– Full audit of doors to be undertaken by HM	HM 2019/20	July 2020
That Evacuation plan for teaching block is reviewed yearly and staff made aware.	Current evacuation plan is being reviewed and updated. Training to be undertaken on use of evacuation chairs. Relevant risk assessments for students updated.	HM Sept 2019	Oct 2019
That access to doorways, ramps and steps is improved.	- Full audit of ramps and access to be undertaken by HM, including to the lower level in north site Hall.	HM Autumn 2019	July 2020
Improved visibility of disabled parking bays on north and south site	- Yellow paint to be replaced	HM Autumn 2019	July 2020