



MELBOURN VILLAGE COLLEGE ACCESSIBILITY POLICY

Date reviewed: December 2022

Date for next review: December 2024

Date of ratification by Governing board: 13th March 2023

Document Control		
Edition	Issued	Changes from previous
1	Dec 2022	Replacement policy

Policies/Documents referred to in this policy	Post holders/ Persons named in this policy
<p>This policy links to other school policies on:</p> <ul style="list-style-type: none"> • Allegations against Principal • Allegations against staff and volunteers • Anti-bullying • Attendance • Behaviour • Child Protection and safeguarding • Code of Conduct • Complaints • Relationships and Sex Education • Special Educational Needs and Medical Conditions <p>Legislation relating to this policy:</p> <ul style="list-style-type: none"> • Children Act 1989, 2004 • Dealing with allegations of abuse against teachers and other staff, DFE, April 2013. • Disclosure and Barring Service – Regulated Activity, DFE September 2012. • Education Act 1996, 2002 (Section 175) • Guidance for safer working practice for those working with children and young people in education settings (May 2019) • Keeping Children Safe in Education (September 2020) • Prevent Duty DFE 2019 • Safeguarding Children and Safer Recruitment in Education Guidance DfES 2012 • School Standards and Framework Act 1998 	<p>Principal Deputy Principal Pastoral team CIAG Officer Premises Manager SENDCo</p>

Melbourn Village College's Accessibility Policy

Statement of Intent

The Governing body of Melbourn Village College is committed to creating a learning and working environment that is free from discrimination of all kinds. This statement represents the response of the Governing Body to its duties to promote equality.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

This Accessibility Policy is divided into four sections:

- **Section 1:** Access to the Curriculum - for students
- **Section 2:** Access to Pastoral Support
- **Section 3:** Site Accessibility - for staff, parents, students and the community
- **Section 4:** Access to Information - for staff, parents, students and the community

This Accessibility Policy details policies and initiatives, how these are monitored, reviewed / evaluated, and how these evaluations are developed and embedded into school systems and practice.

This Accessibility Policy is an 'umbrella' document: it encompasses existing policies and development plans, implemented and monitored by a range of teachers, the senior leadership team and governors.

This Accessibility Policy - through detail in individual policies - therefore highlights key whole school aims to ensure the school and Trust's equal opportunity objectives are met.

The Policy is reviewed every two years by the senior leadership team, with individual responsibilities for specific sections of the Policy as noted; it is also reviewed by the Governing Body.

Section 1: Access to the curriculum

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

Students across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs. The following documents/policies support this aim:

- School Improvement Plan
- Individual Department Team Improvement Plans
- Curriculum statement
- Policy for Assessment
- Special Educational Needs and Medical Needs Policy

Section 2: Access to Pastoral support

The lead teacher monitoring this section of the Accessibility Plan is the Assistant Principal (Pastoral), working with the Pastoral team, tutors and the School Counsellor. Outside professionals, such as the Educational Psychologist (EP) and Multi-Agency Safeguarding Hub (MASH) who support the School, contribute additionally to this work.

Pastoral support enshrines the principles of Keeping Children Safe in Education. Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs.

The Trust and school's various separate policies contribute to supporting these aims:

- Allegations against Principal
- Allegations against staff and volunteers
- Anti-bullying
- Attendance
- Behaviour
- Child Protection and safeguarding
- Code of Conduct
- Complaints
- Relationships and Sex Education
- Special Educational Needs and Medical Conditions
- Recruitment and selection
- Relationships and Sex Education
- Special Educational Needs
- IT and on line-safety
- Whistleblowing

Legislation relating to this policy:

- Children Act 1989, 2004
- Dealing with allegations of abuse against teachers and other staff, DFE, April 2013.
- Disclosure and Barring Service – Regulated Activity, DFE September 2012.
- Education Act 1996, 2002 (Section 175)
- Guidance for safer working practice for those working with children and young people in education settings
- Keeping Children Safe in Education
- Prevent Duty DFE 2019
- Safeguarding Children and Safer Recruitment in Education Guidance DfES 2012
- School Standards and Framework Act 1998

Relevant manuals kept in school:

- Working Together to Safeguard Children 2018 Ofsted: Inspecting Safeguarding in Early Years Education and Skills Settings
- Policy on supporting students with medical needs in school

Principal features of Melbourn Village College's are:

- a team of Designated Child Protection staff on site, with developed links to Social Services and Cambridgeshire Local Education Authority teams
- Looked After Children are identified and monitored (linked to county professionals and following county guidelines) and tracked by the school's designated LAC Lead
- children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by HoDs/HoYs and the Senior Leadership Team. Designated 'Disadvantaged' lead on Senior Leadership Team.
- children who act as 'Young Carers' are identified and monitored (linked to county professionals). These students are offered support from the School Counsellor as standard
- Young carers are further supported by the Local Authority's Young Carers support group which meets on a weekly basis
- individual Pastoral Support Plans monitor and support students
- isolation room for identified students (usually short-term interventions, but for a very few there can be longer-term interventions), as an alternative to exclusion.
- County Educational Psychologists closely support the work of the school, and of individual students, as required by their needs
- the school links to the MASH relating to the Early Help Assessment (EHA) and the Team Around the Child/Family (TAC/TAF) initiatives
- a CEIAG professional supports students as appropriate especially from Year 9 onwards offering career advice and guidance as students move between key stages
- developed and strengthened links 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)
- referrals can be made by the school to the School Counsellor
- links to GPs and local NHS mental health services (CAMH) closely informs support for specific students / work generally in supporting students
- 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.
- short and long term programs are offered through Personal Development (PD) to support social, emotional development
- enrichment activities and guest speakers allow for bespoke PD sessions tailored for specific year groups
- attendance is monitored daily and parents are contacted on the first day of absence. The Pastoral Support Officer liaises with students with lower attendance and support with the provision of work and reintegration packages
- exclusions are kept to a minimum – when returning from exclusion students are meet and expectations re-established before returning to lessons

Section 3: Site Accessibility

Responsibility for this section of the Accessibility Plan lies jointly with the Principal and the 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 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 plans and policies support these aims:

- Critical Incident Plan
- Equality and Diversity
- Facilities Development Plan, within the School Development Plan
- Fire Risk Assessments and the Fire Evacuation Procedures
- Health and Safety Policy
- Lettings Policy

Although the school does all that it can to optimise the physical accessibility of its buildings it is relieved of its duty to make modifications to the physical features of its buildings by virtue of paragraph 2, Schedule 13 of the Equality Act 2010. Within the Cambridgeshire Local Authority area a historic model of resourcing ensured that there was a secondary school in each district that was specifically more accessible to those with physical disabilities. Melbourn Village College's was not resourced in this way, as such provision was made at Hinchingsbrooke School.

Principal features of Melbourn Village College's are:

- the annual audit of each area, using the County Council's inspection guidelines
- Health and Safety issues identified and addressed on a continuous basis by a range of people within school - including the Health and Safety Committee, teachers (activities, classrooms) and Heads of Department, 'common areas' (Premises Manager) and SLT in 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
- the medical condition of students affecting health and safety and site accessibility, compiled as a separate document by the SENDCO, 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 Principal and related staff
- the SENDCO has the responsibility for ensuring that identified SEN students access all areas of the site within the health and safety guidelines
- outside professionals (for example, Occupational Therapists, the Cambridgeshire Disability Team, the Visual Impairment Team, Hearing Impairment, physiotherapists, Autism Outreach Service, Downs Syndrome Service, Speech and Language Service, ICT Service) support the work of the school, and the integration of specific students within mainstream classes
- facilities which can be used as quiet spaces for religious observance
- facilities which can be used by staff, students and other stakeholders irrespective of their gender or individual diversity.

Section 4: Access to Information

This section of the Access Plan is monitored by the Site Manager, with support from the school's administration team. The school liaises with the Local Authority to ensure compliance with Local Authority and government 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) GDPR (2018)
- the Disability Discrimination Act
- the Equality Act (2010) and
- other legislation that provides a right of access

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

Responses to requests for information

- 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.
- parents/students may not be given access to records which contain information on other staff/students which would breach the Data Protection Act.
- all requests for information should be made, preferably in writing, to the Principal.
- any complaints should be addressed through the Trust'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 written reports from teachers
- feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings
- reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans, TAC Meetings and IEPs.
- the SEND review process
- via the student representation on the Student Council
- CEIAG via a dedicated adviser and external non-biased educational/training providers

Parents have access to information by:

- the regular reporting of their child's progress by written reports from teachers

- teachers' written comments on students' work / letters and emails to parents; telephone conversations
- talking to teachers and support staff at annual subject-based Parents' Evenings
- Year 6 information evening. Options Evening (for students selecting their KS4 and KS5 courses)
- Tutors and Heads of Year contact with parents
- open evenings/mornings for parents of prospective new students
- by prior appointment to visit the school
- specific requests for information (see above)
- through appointments with teachers (SEND reviews, reviewing Individual Pastoral Support Plans, the Early Help Assessment (EHA) and the Team Around the Child mechanisms)
- the main School Prospectus
- SEND 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 Principal

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 seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students or parents who have difficulty with standard forms of printed information.
- the school will also 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 parents' evenings and 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