



THAMESVIEW SCHOOL

Thong Lane, Gravesend,

Kent DA12 4LF

Accessibility Plan

ACCESSIBILITY PLAN

Thamesview School

1. At Thamesview School we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. This Access Policy pays due regard to government law and local Kent County Council directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links to the SEN Code of Practice (2014).

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 county 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

This section of the Access Plan is monitored by the Deputy Headteacher who is responsible for monitoring faculties development plans. Other aspects of the curriculum are also monitored by the Assistant Headteachers who line manager heads of subject.

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

- **School Development Plan**
- **Subject Development Plans**
- **Teaching and Learning Policy**
- **Special Educational Needs Policy**
- **Supporting Pupils with Medical Conditions Policy**

Principal features of Thamesview School are:

- Within their teaching teams, Heads of Faculty/Department monitor students’ progress, linked to a member of SLT for twice termly meetings as well as Rise and Bucket meetings.
- Children classified as ‘Pupil Premium’ are identified, and their curriculum progress is tracked and supported by departments/faculties, a middle leader who has the responsibility for Pupil Premium and members of the SLT team. Interventions at subject level are discussed at RISE meetings as well as department meetings. Similarly students’ attendance is monitored by the Attendance Officer and the SLT lead on Behaviour and Attendance.
- At Key Stage 3 students are taught in ability appropriate sets. In Year 7 students are taught in mixed ability sets. The composition of the groups is carefully determined from primary school data. At Key Stage 4 there are high ability groups in English, Maths and Science with broad banding in the option subjects.

- A range of staff contribute to tracking and documenting students progress. Staff are able to access the progress of their students via SIMS and 4Matrix.
- There are guided choices for Year 9 students choosing KS4 courses: discussions with students and parents carried out by members of SLT and ELT.
- At Key Stage 4 the curriculum is highly personalised: students are directed towards EBACC options or I/E band options.
- Learning Support interventions at Key Stage 3 are informed by reading and spelling tests. Students are able to access Lexia, Accelerated Reader and reading and spelling boost interventions for specifically identified and monitored students.
- AT Key Stage 4 the Princes Trust Award is a well-established element of the KS4 offer, supporting students development of their social skills.
- Year 10 students have a work experience placement
- Students with severe medical needs, unable to access school full time are supported by referrals to KHNES (Kent Health Needs Education Service).
- Throughout KS4, and selectively for KS3 students are identified for Access Arrangements (exam concessions)

Section 2: Access to Pastoral Support

The lead teacher monitoring this section of the Access Plan is the Assistant Headteachers for Behaviour and Attendance and SEN who work with the Pastoral team (Welfare Managers and Teaching Assistants), tutors, School Counsellor and the School Health Nurse. Outside professionals, such as the Educational Psychologist (EP), Behaviour Support Services, Early Help and 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 dependant on their age and specific needs.

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

Behaviour and Attendance Policy

Drugs Policy

Policy on Supporting students with medical conditions

Safeguarding and Child Protection Policy

Special Educational Needs Policy

Principal features of Thamesview School are:

- Three Designated Child Protection staff on site, with developed links to Social Services and Kent local education authority teams
- Children in Care are identified and monitored (linked to county professionals and following county guidelines)
- Children classed as 'Pupil Premium' are identified and their curriculum progress is tracked by Heads of Subject/Faculty and the lead on Pupil Premium
- Children who act as 'Young Carers' are identified and monitored. These students are offered support from the resident Youth Worker.
- Community Support Plans, Risk Assessments monitor and support students
- OZONE manage behaviour modification programmes for identified students. The inclusion room offers 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 Early Help team and its initiatives
- Our Careers and Work Experience Co-ordinator support students from Year 9 onwards with work related learning and planning for the future
- Developed links with primary partnership schools: early identification of individual students' needs, allowing for effective planning and support for transfer of Yr6 students into Yr7 (for tutor group placement, SEN initiatives, pre-transfer visits)
- Summer School for new Yr7 students supports transfer
- The school counsellor works in school for 1 day a week and liaises closely with the learning mentor, welfare managers and CAMHS
- Support through NASA allows vulnerable students a base and encourages them to discuss any concerns they have
- Short and long term programmes are offered through NASA to support social, emotional development
- Enrichment weeks and guest speakers allow for bespoke PSHE sessions tailored for specific year groups
- Vertical tutoring enables support among the students, across year groups to develop without specific staff interventions
- Attendance is monitored daily and parents are contacted on the first day of absence. The Attendance Manager together with Community leaders liaise with students with low attendance and support with the provision of work and reintegration packages
- Restorative Justice style meetings take place to resolve issues between students
- Exclusions are kept to a minimum – when returning from exclusion students are met with and expectations are re-established before returning to lessons

Section 3: Site Accessibility

Responsibility for this Section of the Access Plan lies jointly with the Headteacher, SENCO and Business 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 equal opportunity to access the curriculum and we aim to make all areas of the site accessible where possible.

The following policies support these aims:

- **Lettings Policy**
- **Health and Safety Policy**

Principal Features of Thamesview School are:

- Health and Safety issues identified and addressed on a weekly basis at SLT meetings
- 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 is circulated by the SENCO on a need to know basis
- The SENCO has the responsibility for ensuring the identified SEN students access all areas of the site within health and safety guidelines
- Outside professionals e.g. Physiotherapists, Hearing Impairment team support the work of the school and integration of specific students within mainstream classes
- The SEN Teaching Assistants monitor individual students' accessibility to the site

Section 4: Access to Information

This section of the Access Plan is monitored by the Headteacher, Human Resources Manager and the Business 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 request for information under the statutory access regimes established by:

- The Freedom of Information Act
- The Data Protection Act
- 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:

- Relevant documents are posted on, and may be downloaded from the schools website 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 may 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 Complaint Procedure, available to view via the school website

Information provided by the School

Students have access to information by:

- Regular reporting of students' progress by reports from teachers
- Feedback on their progress from teachers (verbal and written) relating to their work completed in class and at Parents Evenings
- Reviews from enhanced monitoring e.g. Behaviour plans
- The SEN review process
- Through representation on the School Council

Parents have Access to information by:

- The regular reporting of their child's progress by written reports from teachers
- Teachers' written comments in students' books/letters and emails to parents and telephone conversations
- Talking to teachers at Parents Evenings
- Year 6 Information Evening
- Options Evening and Meetings

- Tutors and Community leaders contact with parents
- The School's website
- Open mornings for parents of prospective new students
- By prior appointment to visit the school
- Through appointments with teachers e.g. SEN reviews
- School Prospectus
- 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 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.

This Plan was agreed and adopted at a Governors' meeting held on _____ (date)

Signed _____ (Governor)

Signed _____ (Headteacher)

This policy will be formally reviewed in _____ (date)