



## Endon High School

### Access Policy

#### Background

Endon High School provides a fully differentiated learning environment for pupils aged between 11 and 16 years of age including pupils with physical disabilities, and learning and behaviour difficulties. The school has very few children from ethnic minority groups. Pupils live over a wide area. All pupils who have Education, Health and Care Plans (Formerly Statements of Educational Needs) are reviewed annually. Achievement is assessed and recorded to show individual achievement and progress from KS2 through to KS4 and is used to provide data for comparison against the norms and for target setting.

A range of information booklets are available to parents, carers and children e.g. School prospectus and a School for Parents Information brochure, a website, and a monthly Newsletter along with the parents' portal on our FROG VLE. Booklets can be provided in large print, on request.

#### Aims of the Access Plan

- The School Aims are designed to ensure that Endon High School meets the needs of all its pupils, staff and visitors regardless of gender, ethnicity, religion, culture, language, age, ability, sexual orientation or social circumstances.
- The school aims to prepare its pupils for full participation in a diverse and constantly changing society.
- The school prides itself in its inclusivity and has invested in appropriate staffing and funding to ensure the happiness and achievement of included pupils.

#### Endon High School Commitment to Access

- All pupils are encouraged and enabled to achieve their full potential, where appropriate through individualised learning programmes.
- Diversity is seen as a rich resource that enhances the learning of all.
- All pupils are valued and respected and staff provide role models for inclusive practice and values.
- All forms of prejudice and harassment are openly opposed.
- Staff are proactive in tackling and eliminating prejudice wherever it is found.
- All pupils have access to an enriched curriculum which promotes good relationships within a range of learning and social situations.

#### Leadership and Management

- School policies reflect the school's commitment to access for all.
- Staff and governors contribute to policy development and review.

- Teaching and curriculum monitoring ensures that staff have high expectations of all pupils, and the curriculum provides breadth of content in relation to the school and the wider community.

### **Staffing, Recruitment and Professional Development**

- Endon High School adheres to recruitment and selection procedures which are fair, non-discriminatory, and in line with statutory duties and LA guidelines.
- The access policy will form part of staff induction procedures
- The staff handbook contains information for staff supporting their practice in relation to this policy.
- All staff are required to undertake a programme of appropriate training and professional development to support them in addressing access issues and in providing an appropriately differentiated curriculum for all pupils.
- Staff are provided with information to help them understand how physical sensory, medical and learning difficulties affect pupils' learning.
- Staff and visitors provide pupils with a range of role models that reflects the wider community.

### **Curriculum**

- Curriculum planning takes account of the needs of all pupils and is differentiated appropriately to include everyone.
- The principles of equality are incorporated in planning all subjects.
- PE extra curricular activities ensure that pupils have access to a wide range of experiences.
- All pupils participate in all subjects (except pupils withdrawn from RE at parents' request and where a small number of KS3 pupils are disapplied from a second modern language in order to work on basic literacy and numeracy skills).

### **Endon High School facilitates an inclusive curriculum by:**

- Ensuring that all staff are appropriately trained.
- Organising classrooms to optimise access for all pupils.
- Planning visits that are accessible to all.
- Ensuring that lessons are structured to provide individual, paired, group and class activities.
- Differentiating work so that all pupils can achieve their aims.
- Having high expectations of all pupils.
- Providing experience in the use of ICT for all pupils.

### **Teaching and Learning**

- All pupils have access to a suitably differentiated curriculum appropriate to their ages.
- Teaching takes different learning styles into account.
- Teaching styles are varied and include collaborative learning so that pupils appreciate the value of working together.
- Pupils are grouped in different ways at different times as appropriate.
- Specialised resources are provided to enable pupils to access the information that is being presented to them.
- Displays reflect the experiences, backgrounds and modes of access of pupils and promote equality and diversity.

### **Assessment, pupil progress and achievement**

- Assessment is free from gender, cultural and social bias and methods are seen to be valid.
- All pupils have appropriate opportunities to demonstrate what they know, understand, and can do, and therefore to benefit from assessment which summarises what they have learned.
- Assessment information informs future planning.
- Staff employ a range of assessment methods and strategies to assess progress e.g. CAT 4, Fisher Family Trust, SISRA and targets are discussed with pupils, and shared with parents.
- Pupil performance is monitored and analysed and action taken to counter underachievement.
- Staff have very high expectations of all pupils and continually challenge them to extend their learning and achieve higher standards. There is a developing “Gifted and Talented” programme for identified pupils, and structured intervention groups are created in Year 11 for those who need additional intervention to achieve as they should.

## **Behaviour**

- The school expects and encourages high standards of behaviour from everyone.
- Staff model exemplary behaviour and attitudes.
- Strategies for managing behaviour are discussed and agreed with parents/carers.
- Pupils are aware of rules of good behaviour.
- The anti-bullying policy outlines procedures for dealing with all forms of bullying and harassment.
- Staff are consistent in applying agreed sanctions and rewards.
- Programmes are individualised for maximum impact and effectiveness and are applied consistently.

## **Partnership with Parents and the Community**

- Parents are invited and welcomed to a range of formal and informal activities.
- Parents are kept up to date with their child’s progress.
- Home/school planners are issued to all pupils and it is possible for parents and teachers to communicate on a daily basis through this means.
- All staff have their school email address publicised so that communication between home and school can take place electronically if required.
- The school operates an open-door policy.
- The school works in partnership with parents and the community to promote positive attitudes to diversity and disability.
- Events are planned to involve the community.
- Information is easily accessible to parents in different forms as appropriate e.g. via FROG, website, hard copy, informal discussion.
- School premises and facilities can be used by the community and other groups by agreement with the Bursar and the Headteacher.

## **The School Environment**

- The school environment is welcoming and well maintained, within budgetary constraints.
- The ground floor which includes all teaching and recreational areas is accessible for all pupils who use wheelchairs, and the upper floor of the main building is accessible by lift.
- Paths around the site are safe and regularly inspected.
- Parking arrangements are safe. Parents of disabled students are issued with EHS disabled badges to allow them to park in designated disabled parking spaces including those reserved for wheelchair users only.

- Bus and taxi access is supervised and monitored and appropriate risk assessments have been made.
- Emergency and evacuation procedures are in place and practised regularly.
- Consideration is given to the reduction of background noise, room acoustics and equipment noise.
- Specialist furniture, equipment, and assistive technological aids are purchased, used and located appropriately to maximise access to the curriculum for all pupils.

## **Responsibilities**

- The Governing Body and the Senior Leadership Team ensure that the school complies with all relevant legislation.
- The Governing Body and Senior Leadership Team ensure that the policy and related procedures and strategies are implemented.
- The Headteacher ensures that all staff are aware of their responsibilities under the policy and that all staff have been trained to maintain the policy.
- Health and Safety procedures are reviewed regularly.
- All pupils with a medical need have a Care Plan which is reviewed regularly and signed by parents/carers.

Reviewed: September 2014  
To be reviewed every 3 years – next review October 2017