



BYRCHALL HIGH SCHOOL

Access Policy

Introduction

Byrchall High School has obligation under the Equality Act 2010:

- Not to treat students who are disabled less favourably for a reason related to their disability;
- To make reasonable adjustments for students who are disabled, so they are not put at a substantial disadvantage;
- To draw up plans to show how, over time, we will increase access to education for students who are disabled.

This policy sets out the proposals of our school to increase access to education for students who are disabled in the three areas required by the planning duties of the Equality Act:

1. Increasing the extent to which students who are disabled can participate in the school curriculum;
2. Improving the environment of the school so students who are disabled can take greater advantage of education and associated services;
3. Improving the delivery of the curriculum to students who are disabled.

This policy should be read in conjunction with the School's Disability Access Plan and SEND policy.

What defines 'reasonable adjustments'?

In determining what is reasonable the school will have regard to:

- The financial resources available to the school;
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required;
- The practicality of making reasonable adjustments;
- The extent to which aids and services will be provided via an Education Health Care Plan (EHC) or by provision paid for outside the school's resources;
- Health and Safety requirements;
- The interests of other students;
- The need to maintain academic, musical, sporting or other standards.

Statement of Intent

Byrchall High School is committed to resourcing, implementing, reviewing and revising the Disability Access Policy annually. Regular disability Access audits are undertaken as part of the process.

Our purpose is:

- To be sensitive to the needs of every child;
- To ensure the curriculum is accessible to every student;
- To keep equality of opportunity central in our practice;
- To have regard to any Department for Education's guidance as may be in force and amended from time to time.

What constitutes a disability?

The Equality Act describes a person who is disabled as having 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Physical impairment may cover mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment includes neurological deficits such as specific learning difficulties; autistic spectrum conditions (ASC), speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

A large group of children is included within the definition of disability, including children with significant behaviour difficulties which relate to an underlying impairment.

Not all students who have a learning difficulty or special educational need are disabled.

Identifying the needs of students

Parents, carers and teachers collaborate to identify and provide for the needs of individual students, as outlined in student profiles, individual education plans and pastoral support plans. This process is managed in School by the SENCO in conjunction with Progress Leaders and SLT.

Views and aspirations of students who are disabled, their families and designated professionals are an important part of our development planning.

Parents or guardians of children with disabilities or special educational needs are expected to notify them to the school at the point of registration. If these are not known at the time, the school should be notified as soon as they are recognised. Parents are requested to complete the Student Details when registering a place for their child at the School and include details of any special circumstances relating to their child's health, allergies, disabilities or learning difficulties or other circumstances which may affect their child's performance in the admissions process and ability to fully participate in the education provided by the School.

Parents will also be asked to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies or an Education, Health and Care plan. Early notification is of great value, as it will enable the school to consider whether reasonable adjustments need to be made for a disabled child during the admission process and what reasonable adjustments, if any, can be made at Byrchall to support the child's future education should an offer of a place be made.

Most students stay at Byrchall High School for many years. It is possible that during their education a student may become disabled or his or her special educational needs may first be identified, or become more serious. Continuing communication between parents and staff is vital and the School will consult with parents about what reasonable adjustments, if any, can be made in order to allow a disabled child to continue to thrive at School.

Co-ordination and Implementation

This is the responsibility of the Head, the SLT, the SENCO and all teachers.

Responsibility

In order that Byrchall High School is fully compliant with the Equality Act, all staff are made aware of the duties towards children who are disabled and the 'reasonable adjustments' needed for particular children. These are outlined in IEP's prepared by the school's SENCOs. Each autumn term this document is reviewed to check compatibility with the JCQ guidance; this is reviewed by the SENCO.

The process of gaining access arrangements

Pupils will have already had an IEP lower in school which would indicate if they require extra time, a reader or a scribe/access to a word processor. By year 10 this will have become their normal way of working for examinations. The SENCO has the professional qualification that allows her to administer the tests for access arrangements. Prior to the assessor coming into school the SENCO completes the Form 8 - Application for access arrangements – Profile of learning difficulties documentation which is given to the assessor before tests. School staff are asked at regular times throughout the year to advise on any pupils who require consideration for access arrangements.

Each time the assessor is used a check is made of the qualifications held in line with JCQ recommendations 2019-2020. The SENCO updated her JCQ training in September 2020

On the assessment day the SENCO and assessor work together to make sure that all assessments are administered correctly in accordance with JCQ guidelines.

After the assessments the assessor completes their section and feeds back information to the SENCO on recommendations for each pupil. Each document is jointly checked for error and signatures.

These recommendations are then submitted to the exam board via the JCQ online process with the exams officer in school.