



# LONDON NAUTICAL SCHOOL

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Accessibility Policy  
September 2015

This policy is designed to enhance the standard of service the school provides to its parents.

**CHANGE CONTROL**

Date	Issue	Details of change
	1	Initial release

**AUTHORISATION**

Approved at Full Governors' Meeting on \_\_\_\_\_

Adopted:

Review date:

Signed:

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Chair of Governors

Date:

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## Reviewed by:

Designated Safeguarding Lead: Jack Durant, Inclusion Manager    Date: September 2015  
Neil Atherton, Pastoral Manager

Headteacher: Neil McGregor

Nominated Governor: Ken Parsons Date: September 2015

This Accessibility Policy is divided into four sections:

### **Section 1: Access to the curriculum**

This section of the Access Plan is monitored by the Head teacher. Aspects of the curriculum are also managed by other members of the leadership group (LG).

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

**Behaviour policy**

**Supporting and caring for pupils with medical needs**

**Anti-bullying policy**

**Safer recruitment policy**

**SEN policy**

### **Principal features of The London Nautical School are:**

Within their teaching teams, Heads of Department, Heads of Year monitor students' progress, linked to a member of the Leadership Group; and usually on an individual basis there are links with other key staff to determine appropriate curriculum for specific students.

Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by curriculum leaders and the Senior Leadership Team.

At Key Stage 3 students are taught in mixed ability groups and with the use of setting, this setting is aimed at higher, middle and lower ability groups, this is dependent on the SLT and Head of Departments; the composition of the groups is carefully determined (from primary schools' data and can include information from parents. At the beginning of Year 7; monitoring of Tutor Groups, curriculum development and academic demands lies with the Heads of Years of each Year group (Transition, Year 7, Years 8 and 9; Years 10 and 11), and is reviewed at a senior leadership level regularly.

Progress Reviews (teachers' reports, three times each year) are reviewed by the Heads of Year, Tutors and curriculum subject leaders; there is a Leadership over-view of report-writing; a range of staff contribute to tracking and documenting students' progress, to allow for appropriate interventions, evaluation and modification, as required.

There are guided choices for Y9 students choosing KS4 courses: discussions with students, parents, Learning Support and curriculum leaders that will also include Foundation Learning if necessary. Activities, open evenings and mentoring opportunities are consistent to allow for appropriate guidance when selecting the best possible pathway for each individual student.

At Key Stage 4 the curriculum is increasingly personalised: students choose core subjects English and Maths (English can double weighted with English Literature as well as Language) then additional subjects from the Ebacc (English Baccalaureate) these are Sciences, Computer Science, Geography, History and Languages. Further subjects are also available in the form of Art, Resistant Materials, Citizenship and other accredited vocational courses.

At Key Stage 5 students have access to a broad curriculum, principally dependent on their prior educational attainment at KS4. Academic courses are encouraged for higher ability students and vocational courses include, Sport (development, coaching and fitness), ICT, Applied Science, Art and Design and Sailing and Water sports.

Most able students are identified by their teachers and heads of Department using baseline data and assessment result. These students are then highlighted on all teacher mark sheets as High attainers. These students are then, as well as with all students stretched and challenged in curriculum areas with the use of extensions and tasks that further deepen and develop their knowledge and understanding.

Data from primary schools, reading and spelling age tests and Cognitive Ability Tests (CATs) inform differentiated mainstream classroom teaching and Learning Support interventions, together with information from parents, students and professionals.

Learning Support interventions at Key Stage 3 are informed by reading and spelling tests and CATs for Year 7s (in September each year): individual and very small group (max 6 students) teaching in Learning Support for literacy; and reading and spelling boost interventions for specifically identified and monitored students.

There are various Learning Support interventions at KS4 to provide a differentiated and appropriate curriculum for identified students.

A range of on-site / off-site vocational courses, support students' development of their social skills. Such as careers days, university visits, nautical based activities, positive risk taking activities, strong links with PWC and other external bodies also help support the young person's development to further education, employment or training.

All Year 10 students have a work experience placement at the end of their Year 10; for specifically identified students longer work experience placements are available. Students at KS5 have access to work experience from a range of outside agencies such as City of London Business Traineeship and Nautical Based organisations.

Throughout KS4, and selectively for KS3 students, through whole school data and Learning Support specialist testing, students are identified for Access Arrangements (exam concessions).

The Inclusion Manager and the Learning Support Centre manage sections of the curriculum for identified students (usually short-term interventions, but for a very few there can be longer-term interventions) including school-refusers, students returning from school after exclusion or from medical absence, or who are on part-time timetables due to documented medical reasons.

## **Section 2: Access to Pastoral Support**

The following policies support this aim:

**Behavior policy**

**Supporting and caring for pupils with medical needs**

**Anti-bullying policy**

**Safer recruitment policy**

**Drugs policy**

**Protocol for outside visitors to the school building**

**Banned items list**

**SEN policy**

The lead teacher monitoring this section of the Access Plan is the Pastoral manager and the inclusion manager, working with Pastoral teams, Senior Leadership team, tutors, the School Counsellor and School Health Nurse.

Outside professionals, such as the Educational Psychologist (EP), Behaviour Support Service (BSS), Multi-Agency Safeguarding Hub (MASH) and Child & Adolescent Mental Health Service (CAMHS), who support the School, contribute additionally to this work. Pastoral support enshrines the Social and Emotional Aspects of Learning (SEAL) agenda. Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs so that students feel safe and secure in School.

‘Looked After Children’ are identified and monitored (linked to county professionals and following county guidelines).

Children classified as ‘Pupil Premium’ are identified and their curriculum progress is tracked by pastoral leaders and the Senior Leadership Team.

Children who act as ‘Young Carers’ are identified and monitored (linked to county professionals)

The Fast Forward system identifies, leads on and monitors individual students requiring enhanced support / monitoring.

Individual Behaviour Plans and Pastoral Support Plans monitor students’ targets to impact on their behaviour, together with the work of the weekly multi-agency Fast Forward meetings.

The Learning support centre manages behaviour modification programmes (linking to the SEAL agenda) for identified students (usually short-term interventions, but for a very few there can be longer-term interventions), including school-refusers, students returning from school after exclusion or from medical absence. The learning support centre manager and the HLTA SEMH coordinate the support for these pupils under the direction of the inclusion manager.

Lambeth 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 Common Assessment Framework (CAF) and the 'Team Around the Child/Family' (TAC/TAF) initiatives.

Developed 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)

Students have access to the school councillor. This service is confidential for students and school staff are not normally informed of who has attended. Students can also request an individual appointment with the School Counsellor or School Health Nurse.

Sustained and developed links to GPs and local NHS mental health services (CAHMS) closely informs support for specific students / work generally in supporting students

Risk Assessments identify students who require enhanced monitoring through medical / mobility needs or behaviour issues.

SEN locality working, linking The London Nautical School with primary feeder schools, and with the Local (Education) Authority

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.

Staff have access to counselling services provided by the School's Counsellor.

### **Section 3: Site Accessibility**

Responsibility for this section of the Access Plan lies jointly with the Assistant Head teacher, Inclusion Manager 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 on both sites 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 policies support these aims:

**Critical Incident Plan Equality Policy**

**Facilities Development Plan**

**School Development Plan Fire Risk Assessments**

**Fire Safety Action Plan**

**Health and Safety Policy**

**Lettings Policy / Transfer of Control Agreements OCC Assessed Needs Report**

**Principal features of The London Nautical School are:**

Students can access the school site in the morning from 07:30 through the main turnstile gate which is situated on Stamford Street. The main gate is open at 08:00 and this is staffed by a member of the premises team, a member of senior leadership team and/or middle manager.

Staff are able to access the school site from 6.30am with access through the reception area, staff have secure access by using the electronic key fob system.

Parents and external agencies must access the school site through the main reception area where they will be signed in. All external staff entering the building must have a visitors badge and a record of their entry and exit from the site will be recorded.

There are no alternative ways of accessing the school site for either students, staff, parents or external agencies.

Out of hours school facility bookings (such as the sport hall) are made primarily through the premises manager. Entry for these bookings are made solely through the gate located on Hatfield's road. These booking start at 19:00 and all participants are required to be off school site by 21:30. Further information regarding out of hours bookings can be accessed through the premises manager.

The annual audit of each site, using Lambeth Council's framework / guidelines, referring to The Access Needs Report and in consultation with occupational therapists.

Health and safety issues identified and addressed on a continuous basis by a range of people within school - including The Health, Safety & Welfare Committee, teachers (activities, classrooms) and



Heads of Departments (departmental areas), '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 School Manager, 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 Head teacher and related staff.

The Learning Support Faculty has the responsibility for ensuring that identified SEN students access all areas of the site within the health and safety guidelines.

**The school has a designated ASD resource base, which is currently located in the first floor. The room has been furnished within the SEN framework for buildings. Lambeth local authority have funded the school to have a dedicated SEN centre built within the school, for which works will start in March 2016 and planned completion is for August 2016.**

#### **Section 4: Access to Information**

This section of the Access Plan is monitored by the School 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 requests for information under the statutory access regimes established by:

The Freedom of Information Act (FOIA)

The Data Protection Act (DPA)

The Disability Discrimination Act

The Equality Act (2010)

and other legislation that provides a right of access

#### **Responses to requests for information**

All school policies and other relevant documents are posted on, and may be downloaded from, the school's web site or hard copies may be requested.

Parents/students may request copies of student record files, including paper and electronic files. A small charge will 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 Confidentiality Policy and/or the Data Protection Act

All requests for information should be made, preferably in writing, to the School Business Manager (Mrs K Powell)

Any complaints should be addressed through the School's Complaints Procedure.

**Information provided by the school, Students have access to information by:**

The regular reporting of students' progress by written reports from teachers and this is consistently supplied throughout the year,

Feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings and Academic Review Day

Reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans, the Sixth Form review process, and such like

The SEN review process

The Home Learning Environment

Representation on/by the Student Council

**Parents have access to information by:**

The regular reporting of their child's progress by written reports from teachers and Heads of Years.

Teachers' written comments in students' books / planners / letters and emails to parents; telephone conversations.

Talking to teachers and support staff at annual subject-based Parents' Evenings, Academic Review Days and Termly Progress Reviews.

Review and monitoring or pastoral reporting systems throughout all year groups.

New Parents' (Y7) evening (September/October each year)

Options Evening (for Y9 students selecting their KS4 courses)

KS5 post-16 Options Evening (for Y11 students selecting their Level 3 courses)

Tutors and HoY's contact with parents

- published every half term

The school's website

The annual School Report/School Profile

Open mornings for parents of new students

By prior appointment to visit the school

Specific requests or information (see above)

through appointments with teachers (SEN reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child mechanisms)

The Main School Prospectus, and the Sixth Form 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 the school

By written request to the School Manager