



Bridgewater High School

BRIDGEWATER HIGH SCHOOL

ACCESS TO THE CURRICULUM POLICY

Policy Reference Number	A2
Written By	P Jones
Date	February 2022
Approved By	Quality of Education Committee
Name	Mr P Jones
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Aims

At Bridgewater we are committed to providing a curriculum that is broad, balanced, and challenging, which builds rich knowledge and develops skills which prepare students for their next steps in education, training and employment. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind

Bridgewater High students join the school with higher than average levels of attainment and the majority move onto A-Levels and **University. Our curriculum is designed around making that route accessible for all, through strong Ebacc subject pathways, specific teaching of meta-cognition in all key stages and bespoke pathways for those students who may be disadvantaged through social or SEND circumstances.**

As an academic school that is inclusive of every pupil, the planned curriculum recognises the value that creative, practical and vocational learning brings to students' character and personal development and aims to use this to complement traditional pathways. This includes a commitment to providing premises that are suitable for all educational purposes.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

- Increase the extent to which pupils with disabilities can participate in the school curriculum;
- improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

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 as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Students with a disability are admitted to the School in the same way as their peers. Students with an EHCP or High Needs Funding will request a place through their EHCP or Funding transition review.

Where adjustments are needed to enable accessibility, these are done on an individual case basis with the support of key professionals, school staff and parents.

As appropriate the school will look to improve accessibility arrangements as set out below in the action plan. The action plan will be reviewed annually

Our school is also committed to ensuring staff are trained in equality issues, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If there are any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. The plan will be made available online on the school website, and paper copies are available upon request.

The school's SEND Policy can be accessed through the Policies section on the school's website <https://bridgewaterhigh.org/policies/>

Legislation and guidance

This document aims to meet the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. Under the Act Schools are required to make reasonable adjustments for pupils with disabilities, to prevent a disabled pupil facing any substantial disadvantage in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Current Position

Curriculum

As a fully comprehensive, 11 – 16 school, we are committed to the principle that all students, regardless of ability, race, cultural background, health and well-being have a right to the highest quality of education we can provide. This means that we seek to ensure:

- breadth and balance for all;
- appropriate levels of expectation and genuine challenge;
- relevance, continuity and progression in learning;

by providing courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our students. It also means that many features of the curriculum are common to all students but also recognizes that some students require specialized alternative pathways to succeed.

Any adaptations made to support pupils' learning usually should not be to the overall curriculum content but rather to how the content is taught.

The principle above presents us with a responsibility to find ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. The curriculum is designed to allow pupils to achieve their full potential. Teaching staff are expected to ensure that, wherever possible, students who are having difficulty or becoming demotivated are identified early and provided with appropriate support, encouragement, guidance and (if necessary) work, so that they might continue to participate at the most appropriate level for them

Staff are expected actively to promote and seek to secure the curriculum aims (above) and, in particular to

- have high expectations of students;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, students are found means of access to the curriculum and given opportunities to succeed;
- deliver programmes of study which build upon students' previous experiences, providing progression and continuity in their education
- provide work which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- use resources tailored to the needs of pupils who require support to access the curriculum
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements;
- develop students' skills to become independent learners
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/carers regularly and fully informed about the progress and achievements of their children
- provide opportunities for home-learning which meaningfully add value to pupil progress and understanding

Target setting is aspirational and appropriate for all students including those with SEND and disabilities. There are high expectations for all pupils

Physical Environment

We are committed to ensuring that all our pupils can access our physical environment. We have ensured that:

- Our Lower school buildings have ramps, vertical lifts and an accessible toilet and hoist
- Our Upper school buildings have ramps, vertical lifts and an accessible toilet and hoist
- Pupils with visual or hearing impairments are assessed on an individual basis to ensure they can access all buildings and remain safe whilst there.

We work with occupational therapists and mobility officers to assess individual student needs to ensure our buildings are as accessible as possible, taking advice from health colleagues.

Communication

Within the school we use a range of communication methods to ensure information is accessible. This includes large print resources, internal signage, Braille and pictorial or symbolic representations

Communications to parents take place using a variety of (mostly electronic) media, for example emails, phone apps, Sway documents, etc. Wherever parents request support to help overcome a particular barrier, bespoke advice is given and/or supportive documents are provided. Examples of this would include:

- The provision of paper versions of electronic documents for use with a Braille reader.
- Guidance provided for deaf parents re. how to use auto-generated subtitles on our YouTube clips.
- The provision of signing staff at parental evenings.

Accessibility Plan 2021-22

Curriculum

<i>Aim</i>	<i>Actions</i>	Cypher	Review
To ensure			
all our staff are trained in equality, diversity & inclusion issues	<ul style="list-style-type: none"> • 3 staff training sessions will be provided over the academic year • 1 governor training session • Pupil Agents of Change group to support implementation throughout school 	JS TH	June 2022
all pupils have access to high quality teaching	<ul style="list-style-type: none"> • implementation of the EEF lesson planning model • provide cpd for teaching staff to develop strategies that can be flexibly used in response to all pupils <ul style="list-style-type: none"> - flexible grouping - cognitive and metacognitive strategies - explicit instruction - using technology to support pupils with SEND - scaffolding 	TE PJ KP	June 2022
high quality teaching is complemented with carefully selected small group and one to one interventions	<p>At KS4</p> <ul style="list-style-type: none"> • 1 to 1 and small group delivered by external tutoring & subject staff in subjects including Maths, English, Science, PE, Geography, Art, Business Studies • tutor led Maths sessions run in school for Y11 on Saturday mornings • SEND & PP students are the main target group for priority support at After School Intervention in all subjects <p>At KS3</p> <ul style="list-style-type: none"> • targeted intervention provided by external 	PJ TE TL	June 2022

	<p>tutors in English and Maths for those students who did not make appropriate progress at KS2 or whose progress since KS2 has created the need for extra tuition</p> <ul style="list-style-type: none"> targeted intervention sessions are delivered in person for Y8/9 pupils working in school in light of those pupils who work more effectively in person rather than in an online session 		
Teaching Assistants are deployed effectively to support pupil progress in the curriculum	<ul style="list-style-type: none"> deploy teaching assistants effectively across the school timetable ensure teaching assistants supplement the classroom teacher 	SZS	June 2022
literacy is removed as a barrier to learning	<ul style="list-style-type: none"> Literacy policy, based on the EEF Implementation model TCAT Reads literacy policy Y7 Fresh Start Phonics intervention Rapid Plus active read intervention successfully implemented as breakfast and after-school club, aimed at pupils in 7, 8 and 9 with reading ages below chronological age to start as breakfast and after-school club, October 2021, running throughout the year. Lexonic-Advanced 	BM AJ	June 2022

Physical Environment

<i>Aim</i>	<i>Action</i>	<i>Cypher</i>	<i>Review</i>
To ensure			
the physical environment is maintained and improved as appropriate	<p>Bridgewater High School's premises are adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Ramps Lifts Disabled Parking bays Disabled toilets and changing facilities 	SZS JS	June 2022

Communication

<i>Aim</i>	<i>Action</i>	<i>Cypher</i>	<i>Review</i>
To ensure			
that all parents can effectively utilise our new	<ul style="list-style-type: none"> monitor parental engagement across the school, providing individual support where necessary, and to ensure that 	TE	June 2022

Arbor platform which will replace SIMS (and various other platforms) in April 2022.	parents with any accessibility issues have adequate support re. the use of Arbor.		
That all parents can access information provided at Information Evenings both in-person and virtually	<ul style="list-style-type: none"> • identify the barriers to communication for parents at events • provide support for parents both virtually and in-person to ensure barriers to communication are removed 	BM	June 2022

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Quality of Education Governors subcommittee

Other Information

The TCAT Equality Information and Objectives Policy can be accessed through the Policies section on the school's website <https://bridgewaterhigh.org/policies/>