

# **BLUE COAT CHURCH OF ENGLAND SCHOOL AND MUSIC COLLEGE**



## **ACCESSIBILITY POLICY**

Updated: January 2013  
Policy duration : 3 years  
Committee: Finance & Estates

The following terms shall be interpreted as indicated below when used hereinafter within this policy:

- a) 'Trustees' refers to the registered trustees of the Coventry Blue Coat Church of England School Foundation, registered charity number 511793
- b) 'Academy trust' refers to the holding body of the Academy namely, Blue Coat Church of England Academy Ltd, registered company number 7594562
- c) 'Blue Coat School' refers to the physical entity of Blue Coat Church of England School and Music College
- d) Any reference to either 'the school' or 'the Academy' contained within this policy is taken to refer to the appropriate given body within context

### **Assessment of Policy's Impact**

The effectiveness of this policy and its impact will be assessed by the Finance & Estates Committee who will monitor the outcomes and impact of this policy every 3 years. The evidence base for assessment will be presented as agenda items at the Finance & Estates Committee meeting.

This policy sets out how we try to ensure that all children are included in the life of the school.

It should be read in conjunction with the Special Educational Needs Policy.

### **Pupil Admissions, re-admissions and exclusions**

#### **Continue to improve induction process for pupils with disabilities**

- SENCO to continue to visit feeder primary schools and to invite pupils and parents for pre-induction visits.
- Extended pre-induction programme for identified pupils with special educational needs e.g. those pupils being integrated from special schools, pupils on Autistic Spectrum or physical disabilities.

#### **Induct and integrate students who transfer mid-term following permanent exclusion or to prevent a permanent exclusion**

- Pre-transfer meeting with parents and relevant agencies.
- Review success of integration programme after an appropriate period of time.

Lead Person: SENCO, DH CLMS

### **Education and Associated Services**

**Awareness. Ensure all necessary personnel are aware of the range of special educational needs and disabilities amongst all staff**

- Information available to all staff on specific disabilities e.g. Autism, Dyslexia, ADHD. Regular meetings with departments DDP include statements on SEN provision.
- SENCO to provide training to NQTs and PGCE students as part of their induction programme.

**Assessment and Examinations. Continue to identify pupils with specific needs for internal and external examinations**

- Assess and provide necessary support, exam venue, equipment and time for pupils with disabilities to achieve their potential in examinations.

**Teaching and Learning. Continue to identify pupils with disabilities and make special arrangements to enable them to access the curriculum**

- Provide support for pupils with disabilities in and out of the classroom e.g. Teaching Assistant support for pupils with ASD or a sensory impairment, literacy programmes for pupils with Dyslexia.

**Homework Help teachers modify homework demands for pupils with dyslexia, ASD etc.**

- Run training session for all staff on needs of Dyslexic pupils.

**School Trips To include pupils with disabilities on school visits whenever it is safe and reasonable to do so.**

- Each trip and pupil is considered to see what adjustments could reasonably be made to accommodate pupils with disabilities whilst not jeopardising the health or safety of the other pupils on the trip. E.g. including a parent or EA on the visit.

**School Discipline and Sanctions We expect all pupils to keep our standards and traditions but allowance is given to pupils with special needs when sanctions are used.**

- Any concern will always be discussed with parents and decisions made with consideration given to the nature of the needs.

Lead Person: SENCO. SENCO Exam Secretary, SENCO & Support Staff, DHC and Trip Organiser, Assistant Head

**Physical Access**

**Provide parking facilities for disabled users**

- Mark out appropriate spaces in car park.

### **External ramps and steps**

- Ramps and steps provided to access all teaching blocks and suitably marked.

### **Entrances and reception**

- All areas accessible by less able people.

### **Internal doors, corridors, ramps and stairs**

- Adequate provision exists-all doors meet legal requirements for disabled access.

### **Lifts and stair lifts**

- Lifts are provided in Gorton block and Post 16. Haigh and Bardsley blocks require lift access provision.

### **Toilets – general and wheel chair users**

- Disabled toilets provided and all toilets have access.

### **Lighting and acoustics**

- Lighting satisfies current legislation requirements and acoustics dealt with as refurbishments take place.

### **Means of escape**

- All means of escape suitably marked and signed. All evacuation routes adequate.

Lead Person: AO

## **Information**

### **Improve communication to parents/carers**

- Identify families who would benefit from enlarged text/Braille.
- Identify families who would benefit from an interpreter at parents' evenings.

### **Improve communication for pupils**

- Make school newsletter/prospectus/governors report/school reports available in large format or on tape.
  - homework recording
  - lesson material
  - catching up on missed work

Lead Person: SENCO, EAL Coordinator, Admin Officer, All Staff