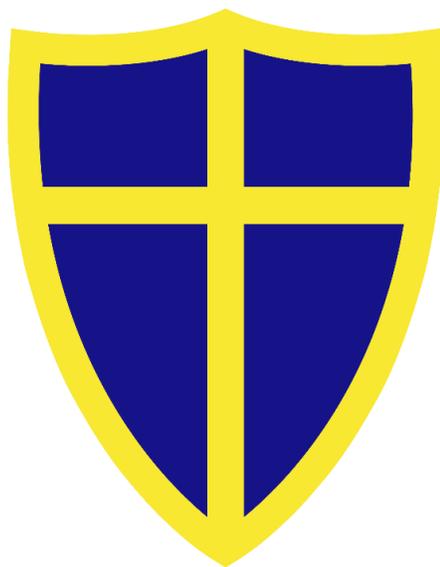


BLUE COAT CHURCH OF ENGLAND SCHOOL AND MUSIC COLLEGE



ACCESSIBILITY POLICY

Updated: January 2019
Policy duration : 3 years
Committee: Performance, Progress & Standards (PPS)

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 PPS 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 PPS 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.

Rationale

At Blue Coat Church of England School and Music College, our vision is 'Living life in all its fullness'. We exist to equip our students to 'live life in all its fullness' by providing excellent education which is distinctively Christian and inclusive of all.

At the heart of this education are the values of Care, Hard Work, Respect, Integrity and Servanthood, working Together for the good of all individuals, the school and wider communities.

The extent to which individuals can access all elements of our school is of vital importance and a key facet of our core values.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

Pupil Admissions, re-admissions and exclusions

The school will continue to improve induction process for pupils with disabilities by:

- The SENDCo and Inclusion Team visiting feeder primary schools and to inviting pupils and parents for pre-induction visits as part of a small team responsible for Transition;
- Offering additional 'taster lessons' for all pupils to show them what life at Blue Coat is like, and to enable them to begin building positive relationships;
- An 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 through the agreed Coventry schools' process through:

- A pre-transfer meeting with parents and relevant agencies;
- A review success of integration programme after an appropriate period of time which is normally within the first term;
- A bespoke plan implemented to address issues that led to the previous exclusion;
- Ongoing liaison with previous education establishment.

Lead Persons: AHT Inclusion, Pastoral Team, Behaviour Lead and SENDCo where appropriate.

Education and Related Activities

Continue to raise awareness of accessibility needs, ensuring all necessary personnel are aware of the range of special educational needs and disabilities in the school community by:

- Providing information to all staff on specific disabilities and learning needs, such as: Autism, Dyslexia, ADHD and Physical Disabilities through the use of Student Support Plans and regular staff training;
- Ensuring the place of regular agenda items within departments regarding SEND provision and accessibility needs;
- Developing use of technology such as registration software to highlight specific needs to staff;
- Ensuring all new staff receive training on school policies and procedures as part of Induction Training.

Continue to identify pupils with specific needs for internal and external examinations and ensure Access Arrangements and normal ways of working are clearly defined, by:

- The Additional Needs Co-ordinator working with the Exams Officer and Deputy Headteacher Curriculum to assess and provide necessary support, exam venue, equipment and extra time for pupils with disabilities to achieve their potential in examinations;
- Establishing normal ways of working for those with additional needs to ensure JCQ regulations are met.

Continue to identify pupils with needs or disabilities in the classroom and make special arrangements to enable them to access the curriculum, by:

- Identifying students with specific needs through triangulation of data (academic, social, behavioural) and ensuring appropriate information and support is communicated to teaching staff;
- Providing a range of bespoke support for pupils with needs or disabilities in and out of the classroom as appropriate, such as: deploying Learning Support Assistants in classes to work with students with ASD or a sensory impairment; literacy intervention programmes for pupils with Dyslexia; lift access to specialist rooms, or relocating of classrooms to ground floor level;
- Writing appropriate risk assessments and safety plans for those with additional needs to ensure they can access the full curriculum entitlement.

Support students to access homework online and complete work to an acceptable standard by:

- Regular training sessions for all staff on needs of SEND pupils;
- Homework support club after school for those who need support or are unable to access the information online;
- Electronic application available for monitoring and tracking homework for parents and students; parents contacted and offered support if required on setting up the application and monitoring student engagement.

Support students with specific needs to ensure accessibility of school trips and activities by:

- Ensuring trips and visits are planned in advance with the Educational Visits Coordinator taking into consideration accessibility issues for all students;
- Writing Risk Assessments to take into account 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 or visit;
- Ensuring the Educational Visits Policy is fully adhered to, including the distribution of relevant Health Care and Student Support Plans, and fully equipping accompanying staff to support students with accessibility needs appropriately.

Continue to take into account accessibility needs when applying rewards and sanctions by:

- Fully explaining the full rewards and sanctions procedure with parents and students when they enter the school and the high expectations therein;
- Ensuring students and their parents/carers understand and agree with the ethos of the behaviour policy;
- Training staff through regular sessions to understand the different needs that students may require when applying the behaviour policy;
- Using a range of strategies of support for students with additional needs as part of the behaviour policy;
- Discussing individual concerns with parents which take into account the voice of the student and parent whilst also applying the behaviour policy consistently and fairly, and adapting where appropriate.

Lead Persons: SENDCo., Exam Officer, Support Staff, Deputy Headteacher Curriculum, Educational Visit Coordinator, Assistant Headteacher Inclusion.

Physical Access

Continually review the physical environment, and where possible, adapt and improve the built environment to improve physical access to buildings by:

- Where possible, removing barriers to accessibility such as steps into buildings and width of door frames;
- Developing signage around site which is clear and that hazards are marked to ensure that those with visual impairments can access the full site;
- Regularly checking fire evacuation routes are clearly signed;
- Providing adequate facilities for disabled users, including car park spaces close to main buildings and keys for disabled toilets;
- Training appropriate staff to use evacuation chairs in the event of an emergency;
- Providing lift keys for those with mobility difficulties and, where appropriate, relocating classrooms to aid accessibility;
- Review lighting where possible to reduce sensory difficulties, and ensure windows are able to be covered with blinds;
- Working together to ensure an appropriate fire evacuation route for those with additional needs, and Personal Evacuation and Escape Plans are written for all students who may need support with accessing the main fire escape routes;
- Improving ICT infrastructure so that those needing wireless and other technologies are able to access appropriate applications.

Lead Persons: Site Manager, SENDCo, Assistant Headteacher Inclusion, HR Manager, Deputy Headteacher Curriculum.

ACCESSIBILITY POLICY

Reviewed by:

Mr Phipps

January 2020

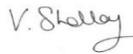
Next Review Date:

January 2023

Approved by Governors:

4 February 2020

Signed:



VICTORIA SHELLEY
Headteacher

Date: 04.02.20

Signed:



LYN JOHNSON
Chair of Governors

Date: 04.02.20