



# Inspire Education Trust

Together we achieve, individually we grow

## Accessibility Policy

Blue Coat CE Secondary School

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**Policy Date:** May 2024

**Review Date:** May 2027

## Document History

Version	Status	Date	Author	Summary Changes
V1		07.05.2024	B.Tranter/V.Shelley	2.1 new Governor appointed, 2.3 and 3.2 deputy headteacher pastoral/inclusion added; 3.3 advised that class sizes will be in line with efficiency metrics and needs of the children, 3.6 added online learning platforms and website information; 4. Reference to SDP and LGC and Directors

At Blue Coat Church of England School, 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 conviction that we are created and sustained by God for living together in families and communities is at the root of our dedication to educating for life together.

## **1. Policy Statement**

Blue Coat School and Music College is a fully inclusive mainstream school, part of Inspire Education Trust and strives to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

Our school vision is “Living life in all its fullness” and 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. As a Church of England school, we recognise that we are part of a rich history, delivering high quality education to the places and people where it is most needed. In that respect, we exist to serve both the Christian community of Coventry and the surrounding area, and our local geographical community. As a Church of England School, we place high importance on developing the whole individual: academically, socially and spiritually.

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.

## **2. Responsibilities**

### **2.1 The Governing Body**

A member of the governing body has been appointed with specific oversight arrangements for SEN and disability; this is currently Ali Brown.

Governors will make sure that they are knowledgeable and kept up to date with the most recent guidance and legislation, and receive training and education in disability equality issues.

### **2.2 Headteacher**

The headteacher will ensure that there are regular reviews between themselves, deputy headteacher, SENCO and the governing body on how resources are being allocated and the impact of this allocation to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

### **2.3 Deputy Headteacher pastoral/inclusion**

The Deputy Headteacher, Behaviour Manager and SENDCo where appropriate, will ensure that there is suitable induction and integration of students who transfer mid-term following permanent exclusion or prevention of a permanent exclusion through the Coventry Supported Transfer Process.

### **2.4 The Special Education Needs and Disabilities Co-ordinator (SENCo)**

The SENCo is responsible for:

- Providing professional guidance to colleagues and work closely with staff, parents and other agencies
- Writing the SEN Information Report which will be published on our school website and updated annually.

- Overseeing the day to day operation of the school's SEN policy.
- Coordinating provision for children with SEN.
- Advising on a graduated approach to provide SEN Support.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaising with parents of students with SEN.
- Liaising with EYFS providers, other schools, Educational Psychologist, health and social care professionals and independent or voluntary bodies, LA.
- Managing the transition process – between the varying levels of SEN support, from one-year group to the next and any change of school.
- To visit feeder primary schools and to invite students and parents for pre-induction visits as part of a small team responsible for Transition

### **2.5 Class Teachers are responsible for:**

- Checking on the progress of students and identifying, planning and delivering any additional help they may need (this could be targeted work or additional support) and informing the (SENCo).
- Writing Individual Learning Support Plans for Inclusion/Individual target plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for students as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the students they teach with any SEN.

### **2.6 Site Manager**

The site manager is responsible for sourcing a competent accessibility auditor and arranging for any reasonable adjustments that have been identified in the accessibility plan and agreed in the school improvement plan.

## **3. Arrangements**

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

Blue Coat School will continue to improve the induction process for students with disabilities by:

- The SENDCo and Inclusion Team visiting feeder primary schools and to inviting students and parents for pre-induction visits as part of a small team responsible for Transition
- Offering additional 'taster lessons' for all students to show them what life at Blue Coat is like, and to enable them to begin building positive relationships
- Providing an extended pre-induction programme for identified students with special educational needs e.g. those students being integrated from special schools, students on Autistic Spectrum or physical disabilities.

We will 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 the previous education establishment.

The Lead Person is the AHT Inclusion, with the support of the Behaviour Lead and SENDCo where appropriate.

### **3.2 Assessment and Examinations**

We will continue to identify students with specific needs for internal and external examinations.

The Additional Needs co-ordinator will work with the Exams Officer and Deputy Headteacher Curriculum/Deputy Headteacher Pastoral/Inclusion to assess and provide necessary support, exam venue, equipment and extra time for students with disabilities to achieve their potential in examinations. This will be part of the normal ways of working established by these key staff to meet JCQ regulations.

### 3.3 Teaching and Learning and Access to the Curriculum

The school makes every effort to be as inclusive as possible and offers all children, including those with disabilities, access to their broad curriculum. The school is also aware that 'reasonable adjustments' must be made in some areas in order to ensure all children are included in all areas of the curriculum. The school also endeavours to work closely with parents through the stages of the child's school life, including parents in the school community. The school has a medical, SEND, and disabilities register for all year groups.

Students with significant health needs have Healthcare Plans, drawn up by the school in conjunction with parents/carers and associated medical professionals.

The school makes appropriate provision and trains staff as required to accommodate students with particular needs.

All students will access the curriculum and setting in core subjects which will allow students to make rapid and sustained progress regardless of their starting point.

Class sizes will be determined in line with efficiency metrics whilst balancing the needs of the students and additional interventions and support for numeracy and literacy will support students to access the curriculum.

Learning outside the classroom and school trips will include students with disabilities whenever it is safe and reasonable to do so. Each trip and student is considered to see what adjustments could reasonably be made to accommodate students with disabilities whilst not jeopardising the health or safety of the other students on the trip, such as including a parent or EA on the visit. Along with the completed risk assessments, first aider provision and Educational Health Care Plans will be circulated to staff.

Blue Coat School is inclusive in line with its philosophy and legal requirements and there are no known barriers to any child accessing classrooms, activities or any part of the curriculum.

We will review at least annually the disability profile of the cohort and adjust provision and plans as required. In addition to this annual review the school will assess the needs of any new or prospective in-year transfer.

To help teachers modify homework demands for students with dyslexia, ASD etc. we will ensure that:

- Regular training sessions are provided for all staff on needs of SEND students.
- The SEND homework support club is available after school
- The Show My Homework App is available to all students and Parents/Carers

### 3.4 School Discipline and Sanctions

All students are instructed to uphold standards and allowance is given to those 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.

### 3.5 Students for whom English is not the first language / English as an additional language (EAL)

Learners whose first language is not English may be capable of speaking English and, indeed writing in

English, but, as English was not their first language, it is an additional language. At Blue Coat School we have approx. 634 students for whom English is not their first language. There are a wide range of languages spoken by our students and the higher language groups are: French, Italian, Panjabi, Polish, Tamil, and Urdu.

Where appropriate, EAL students will be supported by the Special Educational Needs Co-ordinator (SENCO/Head of Learning Support) and teaching staff in the classroom to enable the pupil to complete tasks with understanding.

### **3.6 Access to information**

The school website contains most of the information available to parents and students that is required. There is also an online learning platform to set homework called Class Charts. Students also have a variety of online platforms which support their learning and these are clearly signposted through teaching/support staff, lessons and the school website.

School signage is large enough (large font) and at a height which can be read easily by any student including those in wheelchairs. School signs make clear where access points and exits points are including disabled signs and disabled toilets.

IWB technology enables all students to access information readily regardless of their disability and is adjusted, where appropriate for students, known to the school already, who suffer hearing loss.

Where appropriate, disabled students are equipped with laptop, iPad, reading pen or other new technologies to assist them in accessing information and learning including practical subjects such as technology and PE.

Where appropriate and if required, specialist ergonomic furniture will be purchased to enable those with a disability to learn.

### **3.7 Access to the Buildings and School Site**

Blue Coat School is constantly reviewing the physical environment of the school and where possible, adapts and improves the built environment to improve physical access to buildings by:

- 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;
- Reviewing 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.
- The needs of future cohorts and any staff appointed with disabilities will be assessed and provision made as they arise. Annual reviews of physical accessibility will be undertaken.

For further information and a detailed action plan regarding buildings and grounds improvements, reference should be made to the latest Accessibility Plan and Audit completed by Equality Acts Audits on 04/05/2022.

### **3.8 Staff Training and Awareness**

Awareness training is provided to staff to enable them to understand and recognise disability issues. There are regular updates and training organised during INSET days and weekly staff briefings. This ensures that our students, whether disabled or not, get the best possible level of care and support from all of the staff.

Information is available to all staff on specific disabilities e.g. Autism, Dyslexia, ADHD, Physical

Disabilities as part of Student support Plans and regular staff training.

Staff are familiar with technologies, support strategies and processes developed to assist people with disabilities.

The Assistant Head of Inclusion / SENDCo provides training to NQTs and PGCE students as part of their induction programme, also to Lead First Aider.

A performance review and objective setting process is implemented.

### **3.9 Covid-19 and Accessibility**

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. Coronavirus remains in the community and this puts schools under a great deal of pressure to balance minimising any risks by maximising control measures, while still providing a full educational experience for their students.

Blue Coat Church of England School and Music College ensures it complies with both health and safety law and current Covid-19 legislation, which requires our school to assess risks and put in place proportionate control measures. Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable

The school has taken reasonable steps to protect staff, students and others from coronavirus. Accessibility has also been considered and the school has ensured that all new measures promote an inclusive environment.

As well as maintaining social distancing wherever reasonably possible, the school has also put in place an enhanced cleaning schedule including more frequent cleaning of classrooms or shared areas. Frequently touched surfaces are also cleaned more often than normal and students are encouraged to wash their hands more frequently.

School life is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn therefore we need to ensure all students can return to school sooner rather than later. The school has created a safe learning environment for all students and a safe working environment for their staff.

### **4. Monitoring, Audit and Review**

The Senior Leadership Team and Management take ownership of actions to improve accessibility, in the context of the many competing demands schools face. The school ensures that an accessibility audit is carried out at suitable intervals by a competent provider to monitor progress on previously identified actions and recommend any new reasonable adjustments.

Blue Coat School has a school development plan (SDP) which incorporates relevant targets linked to the Accessibility Action Plan taken from the above-mentioned accessibility audit, to encourage allocation of staffing and budget resource to support further improvements to accessibility where required.



The effectiveness of this policy and its impact will be assessed by the Local Governing Committee in line with its remit for the Quality of Education for all students including those with SEND. Information will be shared with the Board of Directors where required.

Reviewed by: Ben Tranter/Vicki Shelley May 2024  
Next Review Date: May 2027  
Approved by Directors: 13 May 2024

Signed:



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Lois Whitehouse  
CEO



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Sybil Hanson  
Chair of Finance, Audit & Risk