



### Mission Statement

*“A Caring Christian Family Where We Grow Together”*

## ACCESSIBILITY PROCEDURE

**Effective Date:** 01/04/2017

**Review Date:** Sept 2027 Triennial

Review Date	Signed Head Teacher	Signed Director RCSAT
13/09/2018	<i>J. L. J. J. J.</i>	<i>P. B. B. B.</i>
30/09/2021	<i>J. M. Badger</i>	<i>P. B. B. B.</i>
<b>30/09/2024</b>	<i>J. M. Badger</i>	<i>P. B. B. B.</i>

Persons Responsible for Policy:	Executive Headteacher RCSAT
Approval Date	01/04/2017
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT



## 1. Legislation

- 1.1. This procedure complies with all current relevant legislation, including:
  - 1.1.1. The Disability Discrimination Act (DDA) 1995,
  - 1.1.2. The Special Educational Needs and Disability Act (SENDA) 2001,
  - 1.1.3. The SEN and Disability Act 2001.

## 2. Implementing the Procedure

### 2.1. Responsibilities

- 2.2. The Executive Headteacher shall have overall responsibility for the implementation of this Procedure and shall ensure that all aspects of the procedure are managed appropriately.
- 2.3. To facilitate this, the Executive Headteacher has designated named staff and governors to manage aspects of this procedure, including co-ordination, reporting any issues to the Executive Headteacher.
- 2.4. The named persons are detailed in Appendix 1 of the procedure.
- 2.5. The object of this procedure shall be to ensure that each school actively promotes disability equality and fulfils inclusion requirements.
- 2.6. Staff shall ensure that all aspects of the procedure are maintained

## 3. Arrangements for Children

- 3.1. Each school has a long history of teaching children with a wide range of Special Educational Needs (SEN) and, without exception, disabled children have been fully included in all aspects of school life. This shall continue to be achieved through:
  - 3.1.1. Tracking the progress of disabled children vigorously, making comparisons between their achievement and attainment and their peers,
  - 3.1.2. Making the necessary adaptations to the curriculum and equipment available to ensure full access,
  - 3.1.3. Ensuring that there is full access to all parts of the physical environment for children,
  - 3.1.4. Improving the delivery of information to children with disabilities that is provided in writing to children who are not disabled through face-to-face discussions, social stories, simplified and modified language, symbols on work (e.g. smiley faces) and pre-printed and pictorial work explanation,
  - 3.1.5. Making adaptations to timings, playtimes, lunchtimes, school trips, after school clubs, etc., to meet the needs of children with social interaction impairments and medical needs,
  - 3.1.6. Making considerable use of positive role models and images of disabled people within the school and wider community.
- 3.2. The Federation SENCo shall identify the needs of children and deploy Learning Support Assistants to the best possible effect.
- 3.3. SENCo shall coordinate and facilitate training for all staff to develop whole school awareness of disability.



3.4. SENCo shall coordinate advice given to outside agencies and ensures its full implementation.

#### 4. Arrangements for Staff and Visitors

4.1. Accessibility shall be maintained without discrimination for any disabled staff, parents/carers, governors and visitors. This shall be achieved by:

4.1.1. Ensuring that access to the school is available to disabled people,

4.1.2. Making adaptations to timings of meetings and discussions to enable disabled people to have the same access as those without disability,

4.1.3. Providing positive support to disabled people, as necessary.

#### 5. Impact Assessment

5.1. Each school shall provide measures to demonstrate the impact of this procedure, including:

5.1.1. "P" level data for children with Statements of SEN submitted to the Local Authority (LA) annually to enable comparisons with similar groups to be made,

5.1.2. The Federation SENCo shall report to the Achievements committee meeting on progress tracking of children, which shall include information on Participation, Achievement, Success, Attendance, Access to additional support, Progression, Surveys, Complaints and Compliments.

5.1.3. The SENCo and Head of School shall report to the Finance and Staffing committee on accessibility for staff and visitors with disabilities to ensure that any discriminatory practice is eliminated. This shall include information on Recruitment, Promotion, Training, Careers progression, Absence, Retention and Staff surveys.

5.1.4. The Head of School shall report to the Pastoral committee on any matters relating to the services that the school provides that arise from Parents' surveys.

5.1.5. Any requirements identified to improve the physical access to school areas shall be reported to the Estates committee by the Head of School to enable that committee to plan remedial works.

5.2. If necessary, an Action Plan shall be developed and monitored by the Head of School to ensure that the total provision for disabled children, staff and visitors is no less favourable than that for people without disability.

#### 6. Record Keeping

6.1. The following records are kept in the school office:

6.1.1. Action Plans and their updates,

6.1.2. Minutes of meetings held in respect of accessibility,



**Appendix 1****RESPONSIBILITIES**

<b>Area of Responsibility</b>	<b>Person Responsible</b>
Overall responsibility	Executive Headteacher
Co-ordinator in School	Principal Bunbury Principal St Oswald's Principal Warmingham
RCSAT SENCO	Joanne Cliffe
Safeguarding Governor - St Oswald's	Brenda Brockbank
Safeguarding Governor - Bunbury	Vanessa Greenbury
Safeguarding Governor - Warmingham	Malcolm Gate

