Policy and Procedure on

Accessability Policy Timetable

The Forum School

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Approved By	Mel McCarthy
Version No	2
Policy Level	The Forum School
Staff Groups Affected	All Staff

Contents

1. Monitoring and Review

The Interim Principal will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the
date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

1.1. The local contents of this policy will be subject to continuous monitoring, refinement and audit by the Head of Service.

Signed:

(signature)

Mel McCarthy
Interim Interim Principal, The Forum School

2. Terminology

2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location'	this is a generic term which means the Children's Home/school/college. The Forum School is a school and children's home
Individual	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At The Forum School we have children and young people attending and/or residing between the ages of 7 and 19 years
Service Head	This is the senior person with overall responsibility for the school and children's home. At The Forum School this is the Mel McCarthy (Interim Principal) and Kerry Byron (Care Services Manager)
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At The Forum School this is Ofsted
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service

Target	Tasks	Timescale	Related Policies	Finance	Responsibility	Monitoring	Success Criteria
ACCESS TO ICT Ensure access to computer technology appropriate for students with disabilities including auxiliary aids.	▪ ICT plan includes prioritised purchasing list for computer technology and peripheral accessories as required for students with disabilities. • Annual audit of individual pupils needs ▪ School staff to update on available technology on a termly basis. • WIFI to be installed across site • All individuals who require iPad or other voice output device	As required -	School Equality & Diversity Framework Curriculum policy	Up to £5000 TBC Costs absorbed centrally Up to £5000	Interim Principal ICT Technician Cambian ICT department	Director.	Access to appropriate computer technology will be improved for all disabled students.
ACCESS TO CURRICULUM Reflect identified areas of need in lesson planning and delivery.	▪ Incorporate protected characteristic awareness into all planning of lessons including extra support, 1-1 teaching, extended times and home based learning. . ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties. ▪ Purchase of resources to increase student participation.	Ongoing. Ongoing Ongoing	Equality & Diversity Inclusion Curriculum policy	Curriculum area plans. Included within annual training budget Included within curriculum budget	All teaching staff.	Interim Principal	Improved access to curriculum for all students.

				Time			
	• Review of bespoke curriculum to take place	Annual					
INVOLVEMENT IN THE SCHOOL Prioritise student participation in school activities. Ensure all students are aware of diverse groups, by educating students we can eliminate discrimination and other prohibited conduct	▪ Promote student awareness of the rights of the child, especially Article 23: Children should have special care & support if they need it.	Ongoing	Citizenship & PSHE Participation & Involvement framework.		Interim Principal SMT Speech and Language therapy team Staff	Director	Increased participation in school life for students with disabilities. Inclusion in all school related activities
	▪ Ensure student activities are accessible to all students including workshop, outdoor activities and PE.	Ongoing	School risk assessments.				
	• Update behaviour/anti bullying policy and make students aware of changes.	Annually	Anti-bullying. Behaviour Policy/ student version				
	• Carry out activities to promote understanding of bullying across young people and staff during Anti – bullying week	Annually	Communication policy / guidelines / training	Internal training – no coast			
	• Ensure school council have an active role in making school decisions	Ongoing					
	• Ensure 'The Children's views, wishes and feelings' standard (Children's Homes regulations) pervades all aspects of THE Forum Schools practice.	Ongoing					
		Termly					

	Voice of the Child section to be included at all governance meetings All staff to receive formal and informal regular training on how to communicate with young people	Ongoing Ongoing		To be allocated from. schools training budget			
SCHOOL POLICIES Ensure all policies consider the implications of Disability Access, Inclusion for all groups, appreciating for equality & diversity and anti-bullying behaviour.	▪ reviews of all school policies to take into account the 2010 Equality Act and to consider all protected characteristics. To ensure all students are free from Direct, Indirect discrimination, Harassment and Victimisation.	Ongoing.	All Policies.	n/a.	Interim Principal	Director	Access to all aspects of school life for all students.
SCHOOL BUILDINGS Ensure that access to school buildings and site can meet diverse student needs including access for wheelchair bound students.	▪ Accessibility & clarity of signs around school. (ramp at door) ▪ Awareness of independent access for downstairs classrooms. ▪ Clear identification of room functions. • Clear pathways without obstruction • Ensure sufficient toilets and changing rooms	Ongoing. (when required)	Inclusion Cultural Acceptance policy Risk assessments	£200 (small ramp)	Interim Principal	Director	Access to school buildings and site improved including toilet, computer and learning facilities.

CLASSROOMS Ensure that classrooms are optimally organised for disabled students within current restraints. Identify needs & actions for future improvements.	▪ Plan classrooms in accordance with student need. ▪ Organise resources within classrooms to reflect student need. ▪ Provide quiet areas within the school. ▪ Think beyond the ramp. Look at accessibility in all areas of school life including Workshop facilities/PE arrangements and qualifications.	Ongoing. Ongoing.	All staff planning and organising of trips, visitors and Independence training.	TBC	Interim Principal	Director.	Appropriate use of resources for diverse needs of students with disabilities. Communication cards
CORRESPONDENCE	• Availability of newsletters and school documents in alternative formats to be sent to all students in the school to be more aware of school life. • As part of admissions assessment routinely obtain information on parent's language needs and consider plan to support. Implement translator software for use for all parents who require key documents to be translated • Consult with parents, children and young people and stakeholders in appropriate format.	Ongoing.		£500 p.a.	Interim Principal .	Director.	Communication with children and young people with disabilities and their parents / carers / associated professionals will be improved.