

Policy and Procedure on

Accessability Policy Timetable

The Forum School

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

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:



Tracey Wilson
Principal, The Forum School

2. Terminology

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

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| '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 Principal Tracey Wilson 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 |



| | <ul style="list-style-type: none"> Review of bespoke curriculum to take place | Annual | | Time | | | |
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| 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 | <ul style="list-style-type: none"> - Promote student awareness of the rights of the child, especially Article 23: Children should have special care & support if they need it. - Ensure student activities are accessible to all students including workshop, outdoor activities and PE. • Update behaviour/anti bullying policy and make students aware of changes. • Carry out activities to promote understanding of bullying across young people and staff during Anti – bullying week • Ensure school council have an active role in making school decisions • Ensure 'The Children's views, wishes and feelings' standard (Children's Homes regulations) pervades all aspects of THE Forum Schools practice. | Ongoing Ongoing Annually Annually Ongoing Ongoing | Citizenship & PSHE Participation & Involvement framework. School risk assessments. Anti-bullying. Behaviour Policy/ student version Communication policy/ guidelines/ training | Internal training – no coast | Principal SMT Speech and Language therapy team Staff | Director | Increased participation in school life for students with disabilities. Inclusion in all school related activities |



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| | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> - 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. | 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. | <ul style="list-style-type: none"> - 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) | Principal | Director | Access to school buildings and site improved including toilet, computer and learning facilities. |



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| CLASSROOMS Ensure that classrooms are optimally organised for disabled students within current restraints. Identify needs & actions for future improvements. | <ul style="list-style-type: none"> - 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 | Principal | Director. | Appropriate use of resources for diverse needs of students with disabilities. Communication cards |
| CORRESPONDENCE | <ul style="list-style-type: none"> • 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. | Principal . | Director. | Communication with children and young people with disabilities and their parents / carers / associated professionals will be improved. |