



## **ACCESS TO EDUCATION POLICY FOR RUSH COMMON SCHOOL**

### **Introduction**

In this policy as in all documents of Rush Common Academy Trust (“RCAT”) any reference to Governors of Rush Common School or Trustees of Rush Common Academy Trust is a reference to the Board of Directors of Rush Common Academy Trust and any reference to the Headteacher of Rush Common School is a reference to the Chief Executive Officer of RCAT.

This policy should be read in conjunction with the School’s Disability Equality Scheme and SEN Policy which have been approved by the full Board of Directors and are available to read on RM Unify. The School has a responsibility to ensure that disabled pupils have access to high quality educational support to enable them to continue their education effectively. Good communication and co-operation between the School, home and other professionals are essential. A named person is responsible for the effective implementation of this policy.

### **The key aims of this policy are to:**

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the School to increase disabled pupil’s physical access to education and extracurricular activities.
- Improve the delivery of information to disabled children and young people; using formats which give better access to information.
- Provide continued education as normally as the condition allows.
- Reduce the risk of lowering self-confidence and educational achievement.
- Promote equal access to education for all children and young people.
- Establish effective liaison.
- Ensure that prompt action takes place.

### **The named person (Head of Pupil Welfare and Support) will:**

- Prepare an **Access Plan** that complies with the Accessibility Strategy 2010-2012.
- Report annually to the Board of Directors on the impact of the school’s arrangements for SEN/ AEN and progress through the Access Plan.
- Monitor the attendance of all pupils with medical conditions ~code M - authorised absence for medical reasons and code B when the pupil is receiving education other than at school.
- Liaise with the EP, medical professionals and Oxfordshire Hospital School staff, as appropriate, to plan provision.
- Co-ordinate education provision from the first day of absence for those pupils who have disrupted patterns of schooling (for those pupils with recurring illnesses and chronic conditions).

- Ensure that pupils educated at home receive a minimum entitlement of five hours teaching per week, as long as the pupil feels able to cope.
- Co-ordinate the provision of work that will support a broad and balanced curriculum, where appropriate.
- Ensure that there are mechanisms in place to communicate information about activities and social events to enable pupils to keep in touch with peers.
- Monitor provision, progress and reintegration arrangements.
- Ensure that the views of pupils and parents/carers are taken into account.
- Ensure that appropriate Code of Practice (SEN and Disability) procedures are in place, as required.

## **Disability Discrimination Statement**

It is unlawful to discriminate against disabled pupils. A person is considered disabled if they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A school discriminates if:

- It treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification.
- It fails, without justification to make reasonable adjustments which require the school to think ahead, anticipate the barriers disabled pupils may face and remove them before a disabled pupil is placed at a substantial disadvantage.

This policy endorses DfEs' Statutory guidance 'Access to Education for Children and Young People with Medical Needs (2002)'.

## **Review of this policy**

The Board of Directors, through its Pupil Support and Welfare Committee, review the Policy every three years. It may however review the Policy earlier than this if the government produces new regulations, or if it receives recommendations on how the Policy might be improved.

**Approved by the Pupil Support and Welfare Committee of the Board of Directors of RCAT on 9 June 2015**

**Signed:** A Lane **(Chair of Board of Directors)**

**Signed :** L Youngman **(Headteacher)**

**Date for Review: May 2018**