



Emanuel School

Accessibility Plan 2018-21

Introduction

The Equality Act 2010 defines disability thus: “A physical or mental impairment which has substantial and long term adverse impact on a person’s ability to carry out normal everyday activities”. This has some overlap with the definition of “special educational needs” in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his / her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

It is recognised that this definition refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of “disability”.

Accordingly, Emanuel School has policies in place to ensure that:

- It does not treat disabled pupils less favourably;
- It takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the “reasonable adjustment” duty) in matters of admission and education.

The Plan has been developed in ways which are determined after taking account of any pupils’ disabilities and any preferences expressed by them or their parents.

Emanuel aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. The school has high expectations of all of its pupils and strives to ensure that each and every pupil can take part in the whole school curriculum. The school values the diversity of its school community and appreciates the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life. The ethos of the school is one of a friendly, collegiate community with a high level of emphasis on pastoral care.

Accordingly, the Accessibility Plan has at its heart the principle that all subject teachers have a collective responsibility to assimilate best practice in relation to teaching pupils with learning difficulties. The plan for the next three years and beyond is to provide systematic and incremental support and training to help them achieve this aim. In short, Emanuel School is committed to improving the curriculum access for pupils with learning disabilities so that they can participate in the curriculum to their fullest potential.

The Admissions Policy and Learning Support and Special Educational Needs Policy are both available on the school website and should be considered in conjunction with this Accessibility Plan.

Context

As at September 2021 there are no pupils on the school roll who require a wheelchair. However the school is conscious of the need as a school to encourage applications from a wide variety of candidates (both pupils and teachers). The “reasonable adjustments” that exist or that are planned do so in this context.

Notwithstanding the lack of any current wheelchair pupils or teachers there is reasonable provision for wheelchair access across the ground floor of the school estate, taking into account the relative age of the various school buildings. This includes a lift in the sports hall, ramps in the Hampden Hall, stair lift to the theatre, two disabled parking spaces (one right in front of the sports hall) and ramps to the refectory. The Dacre building includes a lift to allow



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access to first and second floors of the main building (with which the Dacre building is integrated) and there are numerous disabled toilet facilities and wheelchair turning points in the Dacre building .

Action Plan

The following areas will be considered by the school when considering its obligations under Schedule 10 of the Equality Act 2010;

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of Emanuel School's review and continuous monitoring of the above has informed the action plan in the attached appendix which relates to Schedule 10 of the Equality Act 2010 and the following ISI Regulatory Standards on special educational needs and disability:

Equality Act 2010, Schedule 10	Description
3. (2) (a)	Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum;
3. (2) (b)	Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school, and
3.(2) (c)	Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled.

Monitoring and Reporting

The Compliance Committee, will meet on a termly basis to discuss any matters pertaining to the disability and accessibility within the school and performance against the Accessibility Plan. It will also have regard to the need to allocate adequate resources for implementing the plan.



Appendix I: Increasing the extent to which disabled pupils can participate in the school curriculum

Area	Current Accessibility	Proposed Improvement	Lead	Timescales and comments, including possible costs
Open Days/Admissions	Laptops , extra time and smaller rooms are available for pupils suffering with anxiety.	Computer assisted technology to allow for the use of reading pens. Trained SEND staff to assist pupils with access arrangements	Head of LS with input from admissions and IT teams RME	Sept 2019 Sept 2019
	Policy on entrance exams and access arrangements is available on the school web site	Update this policy each year. LS department respond to one to one enquiries from parents with a detailed one to one phone call, explaining the LS and support provisions involved on the day of the exams.	LS Dept	Evaluation of this work is on-going .
Examinations	Pupils with a variety of issues are catered for. Access arrangements such as larger clocks, lap top and extra time. Pupils with anxiety problems are provided with separate rooms for smaller exam environment	Annual meeting to evaluate the access arrangements for the external and internal exam season. Improvements to the IT support during exam sessions –	Teacher in charge of exams, exams officer, Head of LS	Annual



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		<p>especially in the first fifteen minutes of a paper.</p> <p>Re-schedule internal exams to allow pupils with extra time to have real rest breaks between exams.</p> <p>LS department to monitor the use of extra time more carefully by collecting samples of timed assessment work during Years 10 and 11</p>	Head of LS	March 2019
Role of Learning Support	<p>Provision of one to one and group sessions</p> <p>Screening for a variety of learning concerns.</p> <p>Referrals to external approved specialists when required.</p> <p>Auditing the EAL requirements of new pupils to the school.</p>	<p>Member of LS staff receiving extensive training on counselling and mental health skills. (SS)</p> <p>AL introduce a screening reading test for our new Year 6 entrants.</p> <p>Improve the Pupil Performance Referral meetings so that the LS department can fine tune its assessment and intervention functions.</p> <p>Use EMA as an effective record keeping and management tool for SEN provision across the school. This will begin in September 2018 and be refined</p>	<p>AL and SS</p> <p>AL</p> <p>All staff</p>	<p>Nov 2018</p> <p>Dec 2018</p> <p>Sept 2018, and subject to ongoing review</p>



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		over a three year period in the light of on-going evaluation.		
Pastoral care and mental health	Form tutors and heads of year support pupils with their well-being	EMA will provide better on-line sharing of information on pupils to give mental health support Counsellor is available four days a week at school A peer mentoring support programme is planned for 2019 Mindfulness courses for Year 9 pupils for 2020	JPL Counsellor RKK RKK	EMA online from late 2018 Provision increased in Jan 2019 Dec 2019 Dec 2020
Training in service for teaching staff	Over the last period staff have had training in departments on using learning profiles, the ten-point differentiation for dyslexia and dyspraxia. New Emanuel staff have had in class support and advice on how to differentiate more effectively from the LS team.	PB to run a whole school training session on ADHD in September 2018 in service programme A SEND newsletter to be published	PB PB	Completed Sept 2018 Dec 2019
Curriculum	Curriculum is currently differentiated by subject teachers to meet the needs of a variety of pupils with learning difficulties.	LS department will continue to visit classrooms of new teachers to Emanuel and advise on good practice.	LS Dept	Ongoing



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	<p>LS department goes into to departments to work with individual teachers. Also to assess pupils in their environment and suggest changes to practice.</p> <p>New staff and training teaching staff receive induction from the SENco regarding the school systems on learning support.</p> <p>Teachers are regularly updated with information that relates to the learning disabilities of specific pupils</p> <p>Teachers meet to talk about strategies that work with specific LS pupils. They share good classroom practice.</p> <p>Teaching staff liaise with tutor and the LS department over concerns.</p> <p>LS staff and head of year meet with individual parents over ongoing concerns.</p>	<p>Pupil Records updated on the EMA system from September 2018</p> <p>Key teaching strategy advice transferred over to Firefly.</p>		<p>Sept 2018: ongoing review</p>
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Appendix 2: Improving the provision of information to disabled pupils

Area	Current Accessibility	Proposed Improvement	Lead	Timescales and comments, including possible costs
<p>Communication in writing of key information to subject teachers</p>	<p>SIMs learner profiles are readily available for all pupils on the Learning Support List. The Learner Support List is available on all class lists.</p> <p>A shared area in school IT network drive provided generalised guidance information about how teachers can deal with all main types of learning disability. ASD, ADD, Dyslexia and Dyspraxia.</p> <p>Parental e mails about provision within Learning Support of one to one and group intervention.</p> <p>Pupils with learning disabilities given medium and long term group and one to one interventions in areas of skills that they need to improve on. This could include managing confrontations and anger.</p>	<p>iSAMS information systems integrated into EMA from September 2018. Better sharing of knowledge between LS and subject teachers.</p> <p>Subject teacher information gradually transferred to Firefly from the department documents for Learning support</p> <p>LS policy reviewed each year. In particular, the screening processes that the department uses</p>	<p>PB</p>	<p>Gradual process over an 18-month period.</p> <p>Firefly / EMA in place Sept 18 with relevant SEN pupil information easily available to all teachers at the start of every lesson</p>



Appendix 3: Improving the physical environment of the school

Area	Current Accessibility	Proposed Improvement	Lead	Timescales and comments, including possible costs
Main Building	Prior to the opening of the new Dacre building in 2017, access to the second and third levels of the main school building via wheelchair was challenging. We now have a lift installed, and access to all areas of the main building as well as through the science link to the sixth form centre is now possible	No immediate changes required	N/A	N/A
Exeter Block	The workshops are ground floor and therefore accessible. There is a classroom on the first floor	Given the possible future renovation no immediate plans in place to install a lift. Masterplan to consider	JS	Summer 19
Sixth Form Centre	See above. Access is possible from the main building and the lift in the new Dacre building	No immediate changes required	N/A	N/A



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Hill Form / MFL Classrooms	All but one classroom is on the ground floor	No immediate changes required. Masterplan to consider long-term strategy for the buildings	JS	Summer 19
Sports Centre	Main sports hall and gym is on ground floor. Changing rooms for both sexes are on ground and first floors. There is a lift to the mezzanine area where further gym equipment is available	No changes required	N/A	N/A
Swimming Pool	The swimming pool and changing rooms are on the ground floor and wheelchair access is possible over the bridge	No changes required	N/A	N/A