

## Accessibility Plan 2022 - 2025

The school's *Accessibility Plan* aims to:

- maximise the extent to which disabled pupils can participate in the curriculum,
- modify the physical environment of the school to support full participation of disabled pupils in the education, benefits, facilities and services provided, and
- improve the availability of accessible information to disabled pupils.

The *Accessibility 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.

'Disabled pupils' for the purpose of the school's disability access plan refers not only to those with physical disabilities but include those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'.

Emanuel School has pupils with a variety of disabilities. These include, but are not limited to: physical disabilities, hearing and visual impairments and specific learning disabilities. All pupils are fully integrated into school life and participate in the whole curriculum including extracurricular activities (such as school trips).

As of January 2022, there are no pupils on the school roll who require a wheelchair. However, the school is conscious of the need to support the needs of a wide variety of pupils. Accordingly, the school will continue to offer and develop high quality accessible facilities.

The *Accessibility Plan* has at its heart the principle that all teachers have a collective responsibility to assimilate best practice in relation to teaching pupils with special educational needs and disabilities (SEND). 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 SEND so that they can participate in the curriculum to their fullest potential.

The *Admissions Policy* and *Learning Support and Special Educational Needs and Disabilities Policy* should be read in conjunction with this *Accessibility Plan*.

The school monitors the physical environment of the school and will seek to take reasonable steps to improve the extent to which disabled pupils are able to take advantage of its education and associated services.

### **Action Plan**

The following areas will be considered by the school:

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

The results of Emanuel School's review and continuous monitoring of the above has informed the action plan 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 Review**

The *Accessibility Plan* covers the period from May 2022 to April 2025.

The success of the plan will be kept under review by the school's *Accessibility Committee* and the implementation of the plan will be formally reviewed by the governing board in the summer term. The school provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted timeframes where necessary.

The school's bursar, the senior deputy head, the deputy heads and the head of learning support form the *Accessibility Committee*. Additional members of staff will be invited to committee meetings if their expertise in any field would be of assistance.

Please refer to the following pages for the detailed plan for 2022-2025.

### **Related Documents**

- Admissions Policy
- English as an Additional Language Policy
- Equal Opportunities and Disability Policy for Pupils
- Learning Support and Special Education Needs and Disabilities Policy





	<ul style="list-style-type: none"> <li>▪ Large clocks in exam venues</li> <li>▪ Regular meetings between Learning Support department and Exam team.</li> <li>▪ Formal training provided by the Learning Support department to external and internal invigilators on Managing Access Arrangements and Pupil Exam Anxiety</li> <li>▪ Prior to examination period: training of pupils in the correct use of their granted access arrangements during their examinations</li> <li>▪ Reordering the examinations access arrangements database on iSAMS for easier access for SLT and the examinations team.</li> </ul>	<p>ensure they feel confident in this unfamiliar setting.</p> <p>AML to review training provided</p> <p>Information concerning access arrangements will be made more accessible using Firefly.</p>	<p>AML</p> <p>AML</p>		
<b>Learning Support</b>	<ul style="list-style-type: none"> <li>▪ Learning support department of 4 teachers (1)</li> <li>▪ Provision of one-to-one and group sessions (2)</li> <li>▪ EAL Policy (3)</li> <li>▪ Learning Support and SEND Policy</li> <li>▪ Full School EAL Audit and ongoing auditing of new pupils to the school.</li> <li>▪ Whole year screening on entry for Years 6, 7 and 12 for variety of learning concerns</li> <li>▪ Whole year screening for Year 9 for variety of writing concerns and information fed back to teachers</li> <li>▪ Screening for new pupils entering other years</li> <li>▪ On-going screening and assessment on pupils identified by teachers as having difficulties in class</li> </ul>	<p>(1) Training of an additional member of staff to <i>OCR Level 5 Certificate for Teachers of Students with Specific Learning Difficulties</i></p>	AML	January – July 2022	Achieved
		<p>(2) Add additional assessment resources to the current suite of tests to increase assessment range to include language skills and maths/dyslexia</p>	AML	2021-2022	Achieved
		<p>(3) Revise and refine policy to reflect current practice</p>	AML/JLP	Approx. £1000 capital expenditure	Achieved



	<ul style="list-style-type: none"> <li>▪ Provide whole-school and department training on areas of learning needs</li> <li>▪ Provide academic staff with regular updates on specific pupils and teaching strategies via email and staff meetings</li> <li>▪ SEND newsletter</li> <li>▪ Attend Pupil Performance Referral meetings</li> <li>▪ Learner profiles available via Pupil Profile in EMA</li> <li>▪ Reflective log of pupil interactions to be kept on electronically on EMA</li> <li>▪ Referral and liaison with external specialists where required</li> <li>▪ Support with completion of higher education applications regarding additional learning needs</li> <li>▪ Sixth form prefect attached to Learning Support to help younger pupils with SEND</li> </ul>			Two sixth form pupils now assigned regularly.	Achieved
<p><b>Pastoral Care and Mental Health</b></p>	<ul style="list-style-type: none"> <li>▪ Form tutors and heads of year support pupils with their well-being (1)</li> <li>▪ Forms of max. 24 pupils to allow increased tutor / tutee contact time (2)</li> <li>▪ Pastoral information recorded in EMA (Secure Notes) with appropriate access controls in place</li> <li>▪ Centralised pastoral management SharePoint site to store pupil logs</li> <li>▪ Counsellors available for pupils every day during the school term (3)</li> <li>▪ ‘Want to talk’ button for pupils to instigate talks with staff (4)</li> <li>▪ Learning Support and HoS meet once a month to review provision</li> </ul>	<p>(1) Appointment of standalone DHoS in middle school and sixth form to support the pastoral workload.            (2) Appointment of head of careers and employability to support all pupils            (3) Small group parent pastoral seminars addressing acute pastoral            (4) Ensure it is advertised and utilised by pupils to access support</p>	RKK	<p>Appointment for September 2022</p> <p>Spring 2022</p> <p>Summer 2022</p> <p>Autumn 2022</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>



	<ul style="list-style-type: none"> <li>▪ Pastoral team has grown to better support pupils (5)</li> <li>▪ Pupils offered mindfulness courses in middle school and sixth form (6)</li> <li>▪ Pupils offered Discover programme in sixth form</li> <li>▪ Mental health initiatives introduced across all sections of the school as part of the life education programme. (7)</li> <li>▪ Pupils able to contact pastoral staff online via Firefly (including anonymously)</li> <li>▪ Biennial pupil pastoral survey to identify and concerns or trends.</li> <li>▪ The school works with two educational psychologists to improve its pastoral care</li> <li>▪ Provision of careers education (8)</li> </ul>	<p>(5) Potential appointment of standalone DHoS in lower school            (6) Aim to grow numbers through offering short courses            (7) Targeting specific initiatives for middle school</p> <p>(8) Maximise the work of the head of careers and employability</p>		<p>Autumn 2023</p> <p>Autumn 2023</p> <p>Autumn 2023</p> <p>Various career education events took place in 2022-23</p>	<p>In Process</p> <p>Achieved</p> <p>In Process</p> <p>Achieved/Ongoing</p>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>▪ Learner profiles available via pupil profile in EMA</li> <li>▪ Increased record keeping on EMA to include electronic copies of SEN pupil records of access arrangements and assessments accessible by SMT and HoY and HoD</li> <li>▪ Key teaching strategy advice and resources available for all staff on Firefly</li> <li>▪ Curriculum differentiated by subject teachers to meet the needs of a variety of pupils with learning difficulties.</li> <li>▪ LS department visit departments to work with individual teachers and all new teachers and offer feedback on the learning pupil with SEND.</li> </ul>	Further embedding these practices	<p>AML</p> <p>JLP</p> <p>JAJ</p>	Summer 2022	Achieved/Ongoing



	<ul style="list-style-type: none"><li>▪ Learning Support visit lessons to assess pupils in their environment and suggest changes to practice.</li><li>▪ New teachers and trainees receive induction from the SENco regarding the school systems on learning support and receive ongoing support in the classroom.</li><li>▪ Teachers are regularly updated with information that relates to the learning disabilities of specific pupils via EMA</li><li>▪ Teachers meet to talk about strategies that work with specific LS pupils. They share good classroom practice.</li><li>▪ Teaching staff liaise with tutor and the LS department over concerns.</li><li>▪ LS staff and head of year meet with individual parents over ongoing concerns.</li></ul>				
<b>Trips</b>	<ul style="list-style-type: none"><li>▪ Large number of staff are first aid trained</li><li>▪ Educational Trips Policy reviewed annually</li><li>▪ Whole trip - and as appropriate individual-risk assessments completed</li><li>▪ Locations and venues reviewed for suitability</li><li>▪ Adaptations can be made to itineraries where possible and appropriate to suit the needs of individuals</li><li>▪ Staff: pupil ratios will be reviewed to suit the access needs</li><li>▪ Learning Support department available for advice on adapting trips to be accessible.</li></ul>		SWT		



<b>Accessibility Plan 2022-2025: Improving the Provision of Accessible Information to Disabled Pupils</b>					
<b>Area</b>	<b>Current Accessibility Summer 2023</b>	<b>Proposed Improvement</b>	<b>Lead</b>	<b>Timescales and Comments (incl. Possible Costs)</b>	<b>Status Update</b>
<b>Access to information</b>	<ul style="list-style-type: none"> <li>The school provides written and electronic information to pupils in ways that are user-friendly and fully support pupils in their learning.</li> </ul>		AML		
<b>Hearing</b>	<ul style="list-style-type: none"> <li>Regular liaison with the Hearing specialist teacher from Wandsworth</li> </ul>		AML		
<b>Sight</b>	<ul style="list-style-type: none"> <li>Teachers notified of any pupils with poor vision and accommodations to be made via the pupil's Learner Profile</li> </ul>		AML		
<b>Motor Skills</b>	<ul style="list-style-type: none"> <li>Laptops and training provided to pupils who require them</li> <li>Key information shared via EMA for teachers to plan accordingly</li> <li>Laptops provided for examinations when appropriate (in line with JCQ policy)</li> <li>Liaison with external specialists as needed</li> </ul>		AML		
<b>Informing Teachers</b>	<ul style="list-style-type: none"> <li>Learner profiles are readily available for all pupils on EMA, with this marked by a star on their profile and on class lists in EMA.</li> <li>Learning support record the beginning and end of interventions on EMA</li> <li>Learning Support advice and resources available on Firefly with guidance information about how teachers can deal with all main types of learning disability: ASD, ADD, Dyslexia and Dyspraxia.</li> </ul>		AML		





	<ul style="list-style-type: none"><li>▪ Parents informed of provision within Learning Support including one to one and group intervention.</li><li>▪ Pupils with learning disabilities given medium- and long-term group and one to one intervention in areas of skills that they need to improve on. This could include managing confrontations and anger.</li><li>▪ Learning Support and SEND Policy and EAL Policy reviewed annually</li><li>▪ Members of the Learning Support department visit other subject departmental meeting to review pupil learning needs, offer advice and share best practice.</li></ul>				
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<b>Accessibility Plan 2022-25: Modifying the Physical Environment of the School to Support Full Participation of Disabled Pupils</b>					
<b>Area</b>	<b>Current Accessibility Summer 2023</b>	<b>Proposed Improvement</b>	<b>Lead</b>	<b>Timescales and Comments (incl. Possible Costs)</b>	<b>Status Update</b>
<b>Main Building</b>	<ul style="list-style-type: none"> <li>▪ Ground level fully accessible.</li> <li>▪ Access to all levels of the north side via lift in the Dacre building.</li> <li>▪ Access to the second and third levels on south and east sides (including science laboratories) is challenging for wheelchair users.</li> </ul>		CAW <sup>1</sup>		There are no plans to install stair lifts. Masterplan to consider
<b>Dacre Building</b>	<ul style="list-style-type: none"> <li>▪ All floors accessible via a lift</li> </ul>		CAW <sup>1</sup>		
<b>Buttery</b>	<ul style="list-style-type: none"> <li>▪ Accessible from South side of building</li> </ul>		CAW <sup>1</sup>		
<b>Refectory</b>	<ul style="list-style-type: none"> <li>▪ Main refectory accessible via ramp</li> <li>▪ Buttery accessible from south side of building</li> <li>▪ Second floor not accessible</li> </ul>		CAW <sup>1</sup>		Difficult to improve due to the design of the building.
<b>Exeter Block (DT)</b>	<ul style="list-style-type: none"> <li>▪ The workshops are ground floor and therefore accessible.</li> <li>▪ There is a classroom on the first floor</li> <li>▪ Portable ramp available to provide access to steps at entrance to building</li> </ul>		CAW <sup>1</sup>		Given to demolish the buildings in 2024 to accommodate the STEM building there are no plans to install a lift.
<b>Sixth Form Centre</b>	<ul style="list-style-type: none"> <li>▪ Access is difficult for wheelchair users without assistance.</li> </ul>	Installation of ramp from the Hampden courtyard to	MIR/CAW	Autumn 2022 (opening of new sixth form centre)	Achieved/Ongoing

<sup>1</sup> In consultation with MIR and RKK as required.



Emanuel School

	<ul style="list-style-type: none"> <li>Extension provides lift access to upper floors making the building fully accessible.</li> </ul>	the sixth form centre in 2024.		2024 (installation of ramp)	
<b>Hill Form/MFL Classrooms</b>	<ul style="list-style-type: none"> <li>All but one classroom is on the ground floor.</li> <li>Portable ramp available to provide access to steps at entrance to classrooms</li> </ul>		CAW <sup>2</sup>		No immediate changes required.
<b>Hampden Hall</b>	<ul style="list-style-type: none"> <li>Portable ramp available to provide access to the front or side entrances</li> </ul>		CAW <sup>2</sup>		
<b>Sports Centre</b>	<ul style="list-style-type: none"> <li>Main sports hall and gym are on ground floor.</li> <li>There is a lift to the mezzanine area where further gym equipment is available</li> </ul>		CAW <sup>2</sup>		
<b>Swimming Pool</b>	<ul style="list-style-type: none"> <li>The swimming pool and changing rooms are on the ground floor</li> <li>Wheelchair access is possible over the bridge</li> </ul>		CAW <sup>2</sup>		
<b>D Block K Block</b>	<ul style="list-style-type: none"> <li>Access available via fixed ramps but not easily accessible from the remaining school buildings</li> </ul>	A ramp will be installed from the Hampden Courtyard to the sixth form centre in 2024		2024	
<b>Common Room</b>	<ul style="list-style-type: none"> <li>No access to the upstairs offices (staff only)</li> </ul>				Subject to demolition (2027)
<b>New building</b>		Disability access to all floors of building, including accessible toilets and refuge points	MIR/CAW	Autumn 2026 Projected size 4500 sq. m	Planning stage. Building work had to be delayed to July 2024.

<sup>2</sup> In consultation with MIR and RKK as required.

**Appendix 2: Emanuel School Site Plans Wheelchair Access**

