



EMMAUS

Catholic and Church of England Academy

ACCESSIBILITY PLAN

Name of school:	Emmaus Catholic and Church of England
Date of approval of this policy:	31.1.19
Approved by:	Governing Body
Date of next review:	Spring term 2022

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Accessibility Plan

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'

Key Objective

To reduce and eliminate barriers to accessing the curriculum and to enable participation in the school community for pupils, and prospective pupils, staff, volunteers and visitors with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and the operation of the schools' SEN Policy. The school recognises its duty under the DDA:

- Not to discriminate against disabled pupils in their admissions, exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

In performing their duties, Governors and Staff have regard for the Disability Rights Commission (DRC) Code of Practice:

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted, to meet the needs of individual pupils and their preferred learning styles.
- The Accessibility Plan endorses the key principles in the National Curriculum framework which underpin the development of a more inclusive curriculum.
- The school sets suitable learning challenges.
- The school responds to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activity

Education and related activities

- The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers and appropriate health professionals from the local NHS trusts.
- The school's SENCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities and ensuring reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of Teaching Assistants appropriate to facilitate participation.
- Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

Physical Environment

- The school design is suited to providing wheelchair access, external ramps and an internal lift is available.
- The school takes account of needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Provision of information

- The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Specific Duty

The production of this disability equality scheme provides a framework for integrating disability equality into all aspects of school life. The specific actions currently being provided include:

Involvement of people with disabilities in developing the scheme	<ul style="list-style-type: none">• IEP and Annual Reviews with SEN children/parents• Analysis of available school disability data• Analysis of a range of Local Authority/Specialist Organisations reports which examined the experiences of children with disabilities• Meeting with parents at consultation evenings• Disability Equality scheme surveys of all members of the school community and users of school buildings.
Developing a voice for children, staff and parents/carers with disabilities	<ul style="list-style-type: none">• Including children and parents/carers in review meetings• Including children and parents/carers in school questionnaires• Class teachers discussing issues regularly with children (via PHSE, Come and See and P4C)• Use of the School council• Having a cycle of agenda items at Governing Body

	meetings to discuss issues.
Encouraging participation in public life by people with disabilities	<p>Children with disabilities are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> • Collective Worship • Performances • Sports activities • School council • Governing body <p>Children with disabilities are included fully in normal school life. However, as with all children, risk assessments will be undertaken to ensure the safety of all participants in any activity.</p>
Eliminating harassment and bullying	The school has a clear anti-bullying policy.
Promoting positive attitudes towards people with disabilities	<ul style="list-style-type: none"> • Ensuring displays and resources reflect diversity • The curriculum positively promoting difference • Teachers taking into account IEPs when planning lessons • Use of outside agencies to support staff training • Using newsletters and web pages to promote policies.
<p>Removing barriers</p> <p>a) Learning</p>	<ul style="list-style-type: none"> • Not excluding children with disabilities from school trips unless a full risk assessment indicates that participation should not take place. • Additional staff are allocated to accompany those children with specific needs. • Wheelchair access bus/coach transport is used if required. • Risk assessments are carried out for chosen trip locations. • Having appropriate seating and desk support available to provide necessary back support where required. • Operating a Teaching and Learning Policy that requires all lessons to be differentiated to accommodate the capabilities and disabilities of children. • Teachers are provided with information specific to individual children. • Ensuring children with disabilities have access to extra-curricular activities. • Should it become necessary, Braille signs for visually impaired children will be installed. • Using coloured backgrounds on Interactive Whiteboards to aid children with dyslexic type difficulties.

	<ul style="list-style-type: none"> • Teachers adapting, where possible, resources and techniques to suit a wide range of learners. • All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEN children. • Following SATs guidelines to ensure that children with disabilities have the same opportunities as their peers. • Having strong links with external partners e.g. Advisers, Behaviour Support Service, Social Service, Health Service, Speech and Language therapists, Specialist teachers. Using external advisers to support SEN meetings.
b) Access	<ul style="list-style-type: none"> • Ensuring that all areas of the curriculum can be delivered from all classrooms. There is a disabled toilet available in the school. • There is a ramp leading up to the main entrance of the school and a lift inside enabling all parts of the school to be accessible. • Parents are not permitted to park in the school carpark but there is facility for children to be dropped off if/when there is an accessibility need. • Events for parents/carers such as open evenings, meetings with teachers are held in accessible parts of the school.
The Governing Body	<ul style="list-style-type: none"> • Governors meetings will be held in locations that are accessible to people with disabilities when the need arises. • Parents and children are made aware of how the Governing Body contributes to the life of the school through the school website and newsletters. • The School and Governors consult with parents/carers through questionnaires.

Policy Monitoring and Review

This policy is to be reviewed every 3 years.

Approved

Spring Term 2019

Signed on behalf of the Governors



Name

NICHOLAS TOTTERDELL