

DDA Accessibility Action Plan

Introduction

The Proprietors and Governing Body of the school fully recognise and support the main principles of the Disability Discrimination Act (1995) Part IV Education.

- Disabled people will not be treated less favourably for a reason related to their disability.
- The School will make ALL reasonable adjustments to ensure the School offers an inclusive environment to all pupils, staff, parents and visitors to ensure they are not disadvantaged. The Proprietors and Governing Body recognise the need to allocate adequate resources to this.
- The School will increase the access of disabled people to School through a regular review of the accessibility action plan.
- The school will take into account the needs of pupils with disabilities and views expressed by them or their parents in drawing up the plan.

Overview

The accessibility action plan consists of three main components:

- Physical access to the building and rooms in school
- Access to the curriculum
- Access to information

The Proprietors and Governing Body recognise that the present layout of the school building does present some challenges in terms of developing a fully inclusive learning and working environment. The present School building (Juniper Lodge) was built in 1900 and the school operates over three floors with the only access to upper floors via conventional staircases. This would obviously present some restrictions to people with limited mobility. The majority of the ground floor of the building is fully accessible to wheelchair users and people with limited mobility there are ramps and wide doorways on the ground floor. The school believes that in the event of receiving an application from a pupil or member of staff who is a wheelchair user or has restricted mobility a meeting between all parties must take place to determine if reasonable adjustments can be made to successfully meet the needs of the individual.

Emmanuel School has been able to meet the individual needs of children with Special Educational Needs and/or Disabilities (SEND). The School has successfully made reasonable adjustment and adapted its practice to meet the needs of individuals.

This has mainly taken place through in following interventions

- Teaching in small class sizes normally eight pupils to one teacher
- Increased support for children with specific learning disabilities (teacher and/or teaching assistant time/volunteers)
- Staff training and personal professional development
- Modification of learning materials and resources
- Purchasing specialist software
- Assistance with personal care needs
- Specialist assessment/diagnostic tools
- Planning for medical needs or special dietary requirements
- Modification of documents for pupils, parents and visitors
- Planning for the physical individual needs of children
- Working closely with the local Education services for help and advice

Examples of good practice taking place in school

- A KS2 Child was transported by their parents to P.E Lessons. The sports centre is over half a mile away and the transport enabled the child to preserve their energy to participate in the P.E. lesson.
- ROGER system has been implemented in class to support child with hearing loss.
- Children with dyslexia have been provided with specialist equipment to enable them to access the curriculum fully.
- Staff are trained in the use of epi-pens for those children at risk of anaphylaxis.

Accessibility Plan for Emmanuel School 2018-21

Access to the Physical Environment					
Targets	Strategies	Outcome	Timeframe	Cost	Achieved
Improved accessibility of the school for all who have SEND.	Audit of the accessibility of the school by Governing Body representative/ Actions to be implemented where budget allows.	Improved accessibility for pupils/ staff and visitors.	By July 2019	Time – Governor PH	Due to availability postponed until Oct 2019
Access to the Curriculum					
Train staff to meet a wide range of children’s needs.	SENCo to review needs of children in school and provide training.	Improved access to the school for all children.	On-going	Training costs as required	Autism training found – staff to be signed up – 6 week course to be completed by Apr 2020.
Increased teacher/teaching assistant support for children with specific Learning disabilities.	Identify children needing extra support SENCO to coordinate and monitor support and progress of child with the teacher	Children with specific Learning disabilities make good progress.	On-going	Time. SEN Support worker employed.	SEN Support worker in school Mondays.
Modification of teaching and Learning materials for children with specific Learning disabilities	Identify children requiring adapted learning materials SENCO carryout testing/diagnostic work and coordinate modification work.	Improved access to Learning materials for identified children	On-going	Additional material costs as required	
Make specialist software available to children with specific Learning disabilities.	Identify children who will benefit from specialist software to support teaching and Learning	Improved Learning for identified children	On-going	Additional material costs as required	
Increased participation in the classroom of children with a hearing loss.	Staff training/ Good classroom practice for teaching children with a hearing loss	Improved participation for children with a hearing loss	On-going	Training – liaise with PH	

Raise awareness amongst children of differing needs in our society.	Curriculum time for lessons on disability and equality.	Improved understanding in the children.	On-going	NA	
Promote participation in learning for all children.	Children provided with assistance and specialist equipment as required e.g. pencil grips	Children's learning improved.	On-going	Additional material costs as required	
Access to information					
Carry out an audit of current parents to establish if any modification of documents is required. language, text size, and format etc	Create alternative documents or use different methods of communication.	Improved information sharing for Parents and visitors who have a specialist need.	Jan 2020	Time – Governor and Headteacher	
Make amendments to the school application form to include a question on specialist requirements to access information.	Adapt school application form	Improved information sharing for parents who have a specialist need.	Sept 2020	Time – Governor and Headteacher	