

Emmanuel Christian School

Accessibility Plan



Policy Date:	01/09/23	Version	1.2	
Policy Review Date:	01/09/26	Mr Andy Harris	A.Harris	
Ratified by Governing Body:				
Julian Mercik	Chairman		J.Mercik	

Emmanuel Christian School Accessibility Plan

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan.

If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.	Ensure curriculum materials accessible - Medium	Ensure font size, layout and coloured paper allows curriculum material to be easily read.	SENCO	Ongoing	Equality of access to the curriculum.
	Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability.	Specialist, auxiliary aids and equipment - Medium	Provide specialist or auxiliary aids and equipment to students.	SENCO	Ongoing	Equality of access to the curriculum.
	Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	New students – Long term	Review student records ensuring awareness of disabilities of new students.	Office Manager	Ongoing	Equality of access to the curriculum.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required, this includes: • School well sign-posted. • Secure gates - only authorised cars can drive into the school car park. • disabled parking bays located near the front entrance • Easy access to the main school building directly from the car parking, with clear signs leading to the main reception area of the school. • Double opening doors allowing easy access for wheelchair users to enter the building. • The reception desk is low enough for wheelchair users to speak with the receptionist.	Doors to be made easier to operate by wheelchair users. – Long term	Installation of disability friendly doorbells on doors. Safer evacuation during emergency situations.	Premises Manager	When reasonably practicable	Fully compliant buildings and grounds
		Ramps to replace steps on all external access doors and fire doors. – Long term		Premises Manager	When reasonably practicable	Fully compliant buildings and grounds
		Independent access to disabled toilets. Long term Evacuation from upper levels. Long term	Personal Emergency Evacuation Plans in place for all disabled students and staff.	Office Manager	Ongoing	Fully compliant buildings and grounds Safety of students improved during emergencies.

	• Inclusive play opportunities provided for all students. • Inclusive after school clubs provided for all students. • Outdoor seating area - plenty of room for wheelchair users to sit at the tables. • Disabled toilets located in the main building and, in general, well signed and include toilet safety handle bars, sink, hand dryer and an emergency pull cord. • Classrooms - very spacious. Furniture could be moved if necessary to allow easy access for wheelchair users to manoeuvre independently. • Good standard of daylight throughout the school.					
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Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	To enable improved access to written information. Short term	Raising awareness of font size and page layout.	SENCO	Ongoing	Students & parents with disabilities have equal access to information
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1. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by governing body.

2. Appendix 1: Accessibility audit-

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 Storey building, 3 Portacabins	General maintenance- daily basis	Premises Staff	Daily
Corridor access	Daily	Keeping corridors clear so that all children of all needs can access the building and the teaching spaces.	Premises Staff	Daily
Parking bays	12 staff 2 disabled	Ensure people are parked in correct bays	Premises Staff	Daily
Entrances	Front reception Kitchen entrance Infant door Portacabin doors	Ensure they are accessible to all	Premises Staff	Daily

Ramps		Ensure the ramps are fit for purpose	Premises Staff	Daily
Toilets	Accessible 1 Non-accessible 2	General maintenance- daily basis	Premises Staff	Daily
Reception area	1 accessible reception area at the front of the main building	General maintenance- daily basis	Premises Staff	Daily
Internal signage	Clear signage	Ensure the signs are clear	Premises Staff	Daily
Emergency escape routes	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly	Daily Invacuation- every year Evacuation – every term	Premises Staff	Daily